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ABSTRACT

Individually Guided Education (IGE) is an elementary school program that replaces the self-contained classroom with an instructional unit composed of a unit leader, three to five teachers, paraprofessionals and clerical aides, and 100 to 150 children. Its program includes innovations such as nongraded instruction, team teaching, continuous progress, peer-group instruction, and differentiated staffing. IGE has seven major components: 1) an organization for instruction, a related administrative organization at the building level and another arrangement at the central office level; 2) a model of instructional programing for the individual student; 3) a model for developing measurement tools and evaluation procedures; 4) curriculum materials; 5) a program of home-school communications; 6) good communication among parts of the school system, and 7) continuing research and development. The first two of these are explained in this booklet, which also recounts experiences of schools which have adopted the program. A list of such schools is included. (JK)

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EDUCATION U.S.A.
SPECIAL REPORT

• Individually Guided Education • and the Multiunit School

A Publication of the
National School Public Relations Association

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Individually Guided Education and the Multiunit School

OVERVIEW

A new form of elementary school organization--Individually Guided Education (IGE)--has been revolutionizing U.S. classrooms at an ever increasing rate.

Perhaps revolutionizing isn't the best word to use in describing IGE or the multiunit school, as it is also known because of its organizational arrangement. A more descriptive word would be evolutionary because IGE has been evolving from underlying concepts that have been known to educators for a decade or more. IGE designers say they are deliberately attempting to retain the best practices of the past decades and to substitute new ones where they are needed. To this end, the Wisconsin Research and Development Center for Cognitive Learning, in cooperation with several educational institutions, developed new organizational arrangements to replace age-graded, self-contained classrooms. They called the new arrangement the multiunit school.

The Wisconsin center and /I/D/E/A/ (the Institute for Development of Educational Activities, a division of the Kettering Foundation) combined their ideas in 1969 to encourage IGE's growth. Both /I/D/E/A/ and the Wisconsin center see their task as no small one, but one that can be solved. "Millions of children are depending on us...each with different needs...each with different learning styles...each waiting to be educated," /I/D/E/A/ said in its booklet, Individually Guided Education. "...There is a way...to manage our available educational resources to approach each child individually and still provide an education for all--a way to teach children one at a time, together. That way is Individually Guided Education, a system for developing learning programs to meet individual needs," /I/D/E/A/ said.

The multiunit school can be traced back to 1964-65 when Project MODELS (Maximizing Opportunities for Development and Experimentation in Learning in the Schools) began at the Wisconsin center under the direction of Herbert J. Klausmeier, professor of educational psychology at the U. of Wisconsin. He was joined by representatives of 13 Wisconsin school systems and the Wisconsin Dept. of Public Instruction. Their aim was to initiate "a new type of organization...in the school building to deal with some of the mutual concerns of the center, the school systems and the

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State Dept. of Public Instruction regarding the development of exemplary instructional systems and sophisticated experimentation."

Roles and functions of unit staff were defined during the next few months. As a result of this project, the Wisconsin center and three school districts cooperatively started in 1966 the first 13 nongraded instructional and research units as replacements for age-graded classes in schools at Madison, Janesville and Racine, Wis.

In 1966-67, the number of functioning instructional and research units increased to 19, and by the next school term seven elementary schools in the same school districts were completely organized into multiunit schools for the first time. The emerging system became known as Individually Guided Education.

A significant forward thrust in implementation occurred when the Wisconsin State Dept. of Public Instruction selected the multiunit school for statewide demonstration and installation during the 1968-69 school year. In cooperation with the Wisconsin center and four teacher-education institutions, the state education department started eight "lighthouse" or demonstration schools in seven school districts, bringing the number of totally organized multiunit schools in Wisconsin to 15. State Supt. William C. Kahl, in citing the state education department's reason for selecting the multiunit school for implementation, said it showed:

> "the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level.... Within the unit structure provided, both the instructional and learning components support effective use of time, talent and effort. Roles are differentiated and opportunities are provided for planning, sharing and evaluation. Provision is inherent in the design to encourage cooperative effort in teacher education and research activities at the local education level."

In the 1969-70 school year 50 multiunit schools operated in 23 Wisconsin districts. Another leap forward in implementation and refinement occurred in 1969, when the Wisconsin center and /I/D/E/A/ entered into an agreement whereby /I/D/E/A/ used center-developed printed materials and videotapes to prepare their first generation multimedia inservice materials. Insights from /I/D/E/A/'s Study of Educational Change, which began in the spring of 1966, were also incorporated into the materials.

In 1970-71, /I/D/E/A/-developed materials were used to implement multiunit schools for the first time--primarily in Colorado, South Carolina and Wisconsin. By the 1970-71 school year, 164 IGE or multiunit schools were operating in eight states; of these, 99 were in Wisconsin. The New Jersey State Dept. of Education was so impressed with the results of its IGE program in 25 multiunit schools for the 1971-72 school year that it authorized grants and assistance to 40 more schools for the 1972-73 school year.

The most recent implementation thrust came when the U.S. Dept. of Health, Education and Welfare (HEW) selected the multiunit school for nationwide installation in the 1971-72 school year. HEW funded the Wisconsin center's effort to carry out IGE implementation in more than 250 new schools in 13

states. Other new multiunit schools started by /I/D/E/A/ brought the total number of IGE schools to well above 500 in 18 states in 1971-72. And, according to the Wisconsin center and /I/D/E/A/, dramatic growth can be expected in the future. Approximately 350 new schools are working with the Wisconsin center in the 1972-73 school year, as well as 200 with /I/D/E/A/. Thus, some schools are working only with /I/D/E/A/, others only with the Wisconsin center, and some with both /I/D/E/A/ and the center.

IGE: A Total System of Elementary Education

What makes IGE so popular? Why are so many new multiunit schools starting? Two reasons stand out. First, IGE is a comprehensive design--a total system of elementary education--that provides a realistic alternative to the age-graded, self-contained classroom and the traditional form of organization that makes children adapt to the system instead of adapting the system to meet the needs of each individual child.

Part of IGE's comprehensive design is its focus on attaining clearly stated objectives through individualized instruction: not individualized instruction when it is viewed merely as students learning through direct interaction with instructional materials and little or no assistance from teachers, but individualized instruction in which self-instructional materials and procedures are taken as just one element of each student's instructional program.

The dominant thrust in attempting to improve American education over the past several years has been individualized instruction. Every teacher recognizes that a class of 25 children, though all of about the same age, can differ dramatically in their abilities, their interest in one subject rather than another, and their preferences for one form of instruction over others.

Most teachers have always recognized that every child is an individual. But, even with this recognition, students, by and large, have been forced to fit into an existing system without regard for their individual differences. IGE tries to solve this problem by encouraging instructional programs for each individual student so that his objectives may be attained. This calls for:

- Planning instructional programs which allow each student to progress at his own rate.
- Providing instructional materials (textbooks, audiovisual materials, demonstrations) which can accommodate individual learning styles.
- Organizing modes of instruction--large-group instruction, small-group instruction, independent study, one-to-one instruction--to suit each child's best learning style.
- Matching teachers and students so that each student has the help of the teacher who best suits him for each specific learning task.

Too often, in cases where instruction is supposedly individualized, it is fragmented. In such cases, individualized instruction is not truly individualized. In the March-April 1972 issue of Florida Schools, Blanche

McMullen, an elementary education consultant in the Florida State Dept. of Education, addressed herself to this problem.

"A program is either individualized or it is not," she wrote. "There is no such thing as being partly human, or human in mathematics, or human for one year of your life. Neither can any instructional program for individuals be partly individualized. An individualized program is also ungraded," she continued. "How can it be otherwise if it is individualized? An individualized program is diagnostic. On what other basis should a teacher prescribe? A humanistic program is individualized. How else is one more human?

"To use any one of these terms to define a program when all the others are not included also seems educationally irresponsible, adds to the confusion and contributes to the disillusionment of teachers," Mrs. McMullen said.

She cited some instances of what she referred to as "fragmented" individualized programs:

- "Teachers 'hung up' on writing packages (prescriptions) for children, but no time to talk to a child.
- "Teachers who use the same sequence of prescriptions for children. (They use them at different times for different children.)
- "Teachers who never write prescriptions, but whose children are much involved in 'different activities.'
- "Children who frequently have to spend an entire day in isolation in order to 'get through' their individualized prescriptions.
- "Children whose only alternative to isolation is large-group instruction.
- "Schools which have individualized or ungraded fourth-grade reading...."

At no time does Mrs. McMullen single out any particular program of individualized instruction to either praise or attack it. Her primary concern is to make any such program truly individualized. She also recognizes that certain objectives can be attained only through interactions among students and between a teacher and students. IGE has the same aim. And IGE, fully implemented in a school, is designed to eliminate the fragmented individualization programs that currently exist in many schools, its developers say.

The second reason that IGE is growing in popularity, according to proponents, is that it encourages the adaptation of some of the most talked about innovations of the past two decades--team teaching, differentiated staffing, inquiry-directed learning, multi-age grouping, peer instruction, open classrooms, continuous progress learning, programmed instruction, computer-assisted instruction and others. Few have ever been adopted by school systems on a large-scale basis. Changes in education, by and large, have been isolated, piecemeal, small in scope and, often, temporary, IGE developers say. Promising ideas tested and proved in one classroom or in one school system have been slow in affecting classroom practices and procedures elsewhere. Why this lack of impact? There are several reasons. Some innovations, despite all

the praise, haven't proved to be practicable or workable except in very specific situations and for certain teachers. Some innovations require large outlays for new equipment or specialized training and have proved to be too expensive for many districts. Some innovations, after being tried by outstanding teachers, fall by the wayside because less outstanding teachers lack the interest to try them. And, perhaps the most compelling reason for the reduced effectiveness of some innovations is that many teachers simply don't know how to incorporate them into the class or feel that if adopted, they would somehow violate teacher control in the self-contained classroom.

The IGE system particularly attacks this last problem. First, the self-contained classroom is eliminated in the IGE system. It is replaced with an instructional unit composed of a unit leader, three to five teachers, additional supportive staff (paraprofessionals, clerical aides, etc.) and 100 to 150 children. With this type of arrangement, a number of the innovations of recent vintage must come into play as part of the total instructional program. The following are some of the innovations that are a basic part of IGE:

- Nongraded instruction, in which every student either works independently or is grouped and regrouped with others according to his progress toward or interest in attaining his instructional objectives regardless of age or years in school.

- Team teaching, in which groups of teachers assess pupil progress, devise instructional strategies to solve individual problems, divide teaching assignments according to specific abilities and interests of each individual member of the team, and help one another grow professionally.

- Continuous progress, in which every student advances as quickly as he can or as slowly as he must depending only on his individual ability

- Peer-group instruction, in which students of different ages work together in either small groups or in pairs to solve common problems.

- Differentiated staffing, in which outstanding teachers serve as unit leaders of a team in order to direct the education of children and to provide leadership and assistance to other teachers.

In summary, IGE supporters claim it is a total system of elementary education--one concerned first with changing the organization for instruction and the related staffing pattern so that instructional improvements can more readily occur. It takes a broad view of education and instruction in which true individualization to attain all of the school's educational objectives is achieved by varying certain elements--student instructional programs, instructional materials, modes of instruction and teachers. It encourages the adaptation and implementation of those innovations that are consistent with the total IGE system. IGE supporters also claim it is the first realistic alternative in this century to the age-graded, self-contained classroom--the traditional form of elementary school organization.

In this special report, we will take a look at the inner workings of the IGE system, its adoption in schools across the country, reactions to IGE by several different publics, and how it is working in practice.

HOW IGE WORKS

IGE is a comprehensive form of education and instruction designed to produce higher levels of educational achievement by providing for differences among students in rates of learning, learning styles and other characteristics. IGE supporters claim it is more comprehensive than other individualization programs that provide for little or no contact with teachers and that give little or no attention to attaining important educational objectives through small group activities.

Further, some teacher instruction of groups rather than only of individuals is essential so that IGE costs do not markedly exceed those of the traditional system. Therefore, in IGE, individual instruction is just one of several modes of learning situations.

But IGE is really more than just an instructional program. The thing that must always be kept in mind is that IGE has many related parts that must function smoothly in the same school building. In fact, there are seven major components of IGE:

- An organization for instruction, a related administrative organization at the building level and another arrangement at the central office level. This new type of organization, called the multiunit organization, is designed to provide for educational and instructional decision making at several different levels; to open communication among students, teachers and principals; to institute accountability by educational personnel at various levels. (See figures 1 and 2 for a comparison in organizational arrangements of an IGE multiunit school and a traditional elementary school.)

- A model of instructional programming for the individual student. This is designed to aid teachers in planning and carrying out an instructional program for each student that takes into account his objectives, rate of learning, level of motivation, etc. It also provides the structure for developers to prepare curriculum materials for IGE schools. (See figures 3 and 4.)

- A model for developing measurement tools and evaluation procedures. The model includes preassessment of children's readiness; assessment of progress, and of final achievement with criterion-referenced tests; feedback to the teacher and the child; and evaluation of the IGE design and its components. This model is used by teachers, mainly in selecting and using assessment tools and by curriculum developers in preparing instructional packages.

Figure 1: Organization of Multiunit School with 600 Pupils

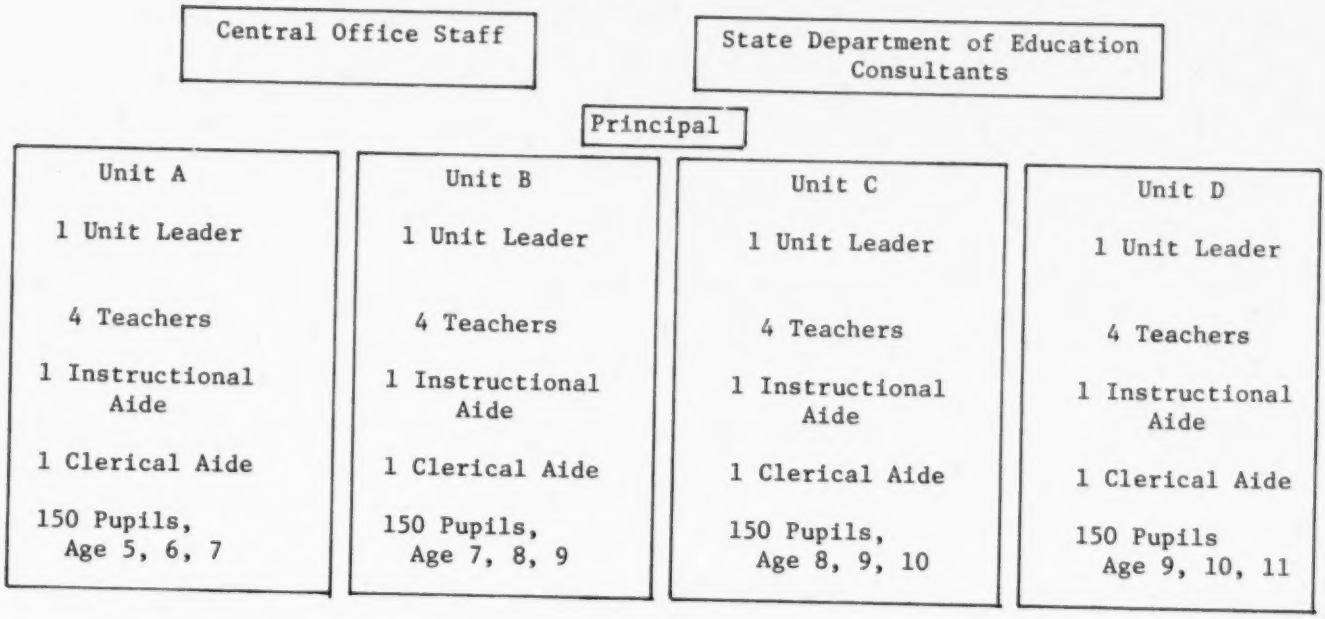
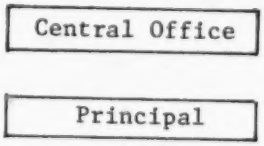
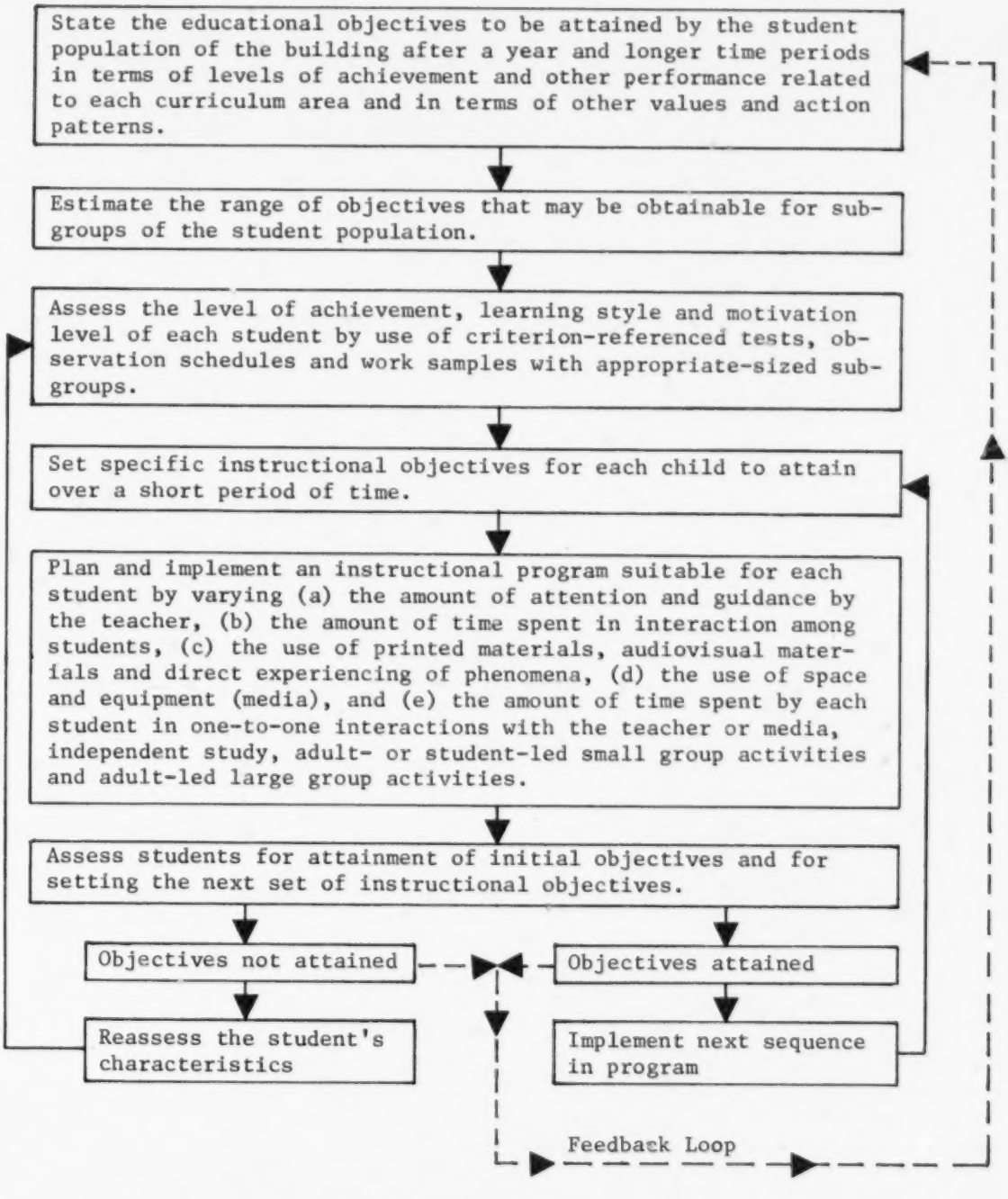


Figure 2: Organization of Traditional Elementary School with 600 Pupils



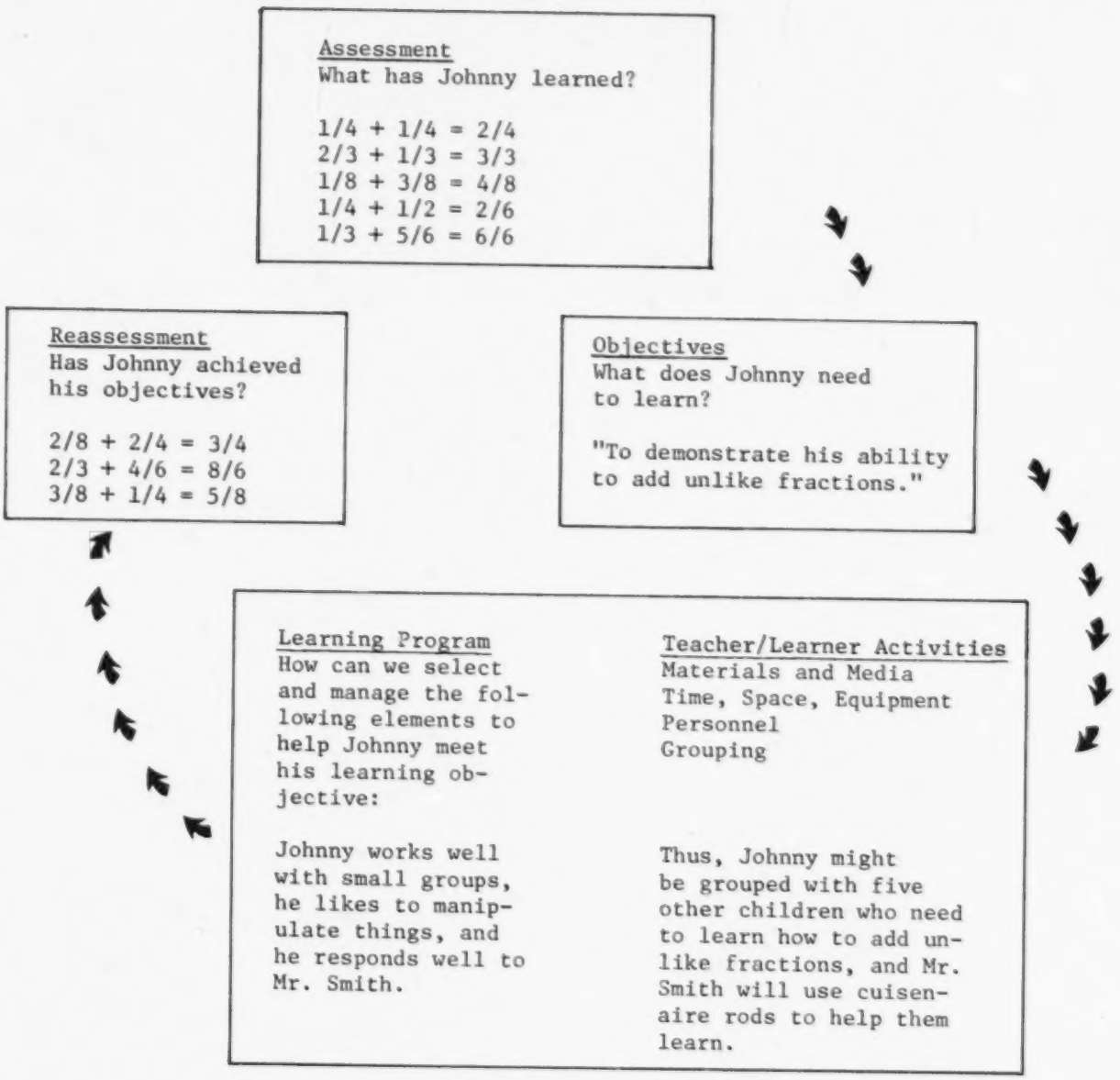
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
1 Teacher 30 Pupils Age 5	1 Teacher 30 Pupils Age 6	1 Teacher 30 Pupils Age 7	1 Teacher 30 Pupils Age 8	1 Teacher 30 Pupils Age 9	1 Teacher 30 Pupils Age 10	1 Teacher 30 Pupils Age 11
1 Teacher 30 Pupils Age 5	1 Teacher 30 Pupils Age 6	1 Teacher 30 Pupils Age 7	1 Teacher 30 Pupils Age 8	1 Teacher 30 Pupils Age 9	1 Teacher 30 Pupils Age 10	1 Teacher 30 Pupils Age 11
	1 Teacher 30 Pupils Age 6	1 Teacher 30 Pupils Age 7	1 Teacher 30 Pupils Age 8	1 Teacher 30 Pupils Age 9	1 Teacher 30 Pupils Age 10	1 Teacher 30 Pupils Age 11

Figure 3: Instructional Programming Model in IGE


State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of levels of achievement and other performance related to each curriculum area and in terms of other values and action patterns.
Estimate the range of objectives that may be obtainable for sub-groups of the student population.
Assess the level of achievement, learning style and motivation level of each student by use of criterion-referenced tests, observation schedules and work samples with appropriate-sized sub-groups.
Set specific instructional objectives for each child to attain over a short period of time.
Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities and adult-led large group activities.
Assess students for attainment of initial objectives and for setting the next set of instructional objectives.
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback Loop

From Individually Guided Education and the Multiunit Elementary School, Wisconsin Research and Development Center for Cognitive Learning

Figure 4: The IGE Cycle


Assessment
What has Johnny learned?
1/4 + 1/4 = 2/4
2/3 + 1/3 = 3/3
1/8 + 3/8 = 4/8
1/4 + 1/2 = 2/6
1/3 + 5/6 = 6/6
Objectives
What does Johnny need to learn?
"To demonstrate his ability to add unlike fractions."
Learning Program
How can we select and manage the following elements to help Johnny meet his learning objective:
Johnny works well with small groups, he likes to manipulate things, and he responds well to Mr. Smith.
Teacher/Learner Activities
Materials and Media
Time, Space, Equipment
Personnel
Grouping
Thus, Johnny might be grouped with five other children who need to learn how to add unlike fractions, and Mr. Smith will use cuisenaire rods to help them learn.
Reassessment
Has Johnny achieved his objectives?
2/8 + 2/4 = 3/4
2/3 + 4/6 = 8/6
3/8 + 1/4 = 5/8

From An Overview of Individually Guided Education, c1971, /I/D/E/A/

- Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules. The Wisconsin center is developing materials for reading, prereading, mathematics, environmental education and motivation in line with the models of instructional programming and assessment mentioned. Some of these will be available commercially, starting in 1973-74. However, there is presently a shortage of materials suitable for IGE practices, and most schools adopt and adapt materials that suit the characteristics of their students.

- A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning. Both the Wisconsin center and /I/D/E/A/ stress that the initial impetus for adoption of IGE should come from a school system's teaching staff. And both organizations insist that schools and school districts involve parents in discussing, initiating and implementing IGE.

- Facilitative environments in school buildings, school system central offices, state education agencies and teacher education institutions. The Wisconsin center believes that the key to successful implementation of IGE is close cooperation among the IGE schools of the district, the school district central office and the state education agency. The center has organized such cooperative arrangements in 14 states and continues to coordinate this effort. Both /I/D/E/A/ and the Wisconsin center feel that information-sharing networks among IGE schools are important. (see p.37-40 for the names of /I/D/E/A/ facilitators and of state coordinators and contact persons for the Wisconsin center.) Institutions participating in the /I/D/E/A/ Change Program have developed Leagues of Cooperating Schools. Each League is composed of up to 15 schools and is headed by a facilitator. The facilitator is a full-time person from the state education agency, local university or school district who has agreed to work with the IGE schools. One of the facilitator's goals is to set up a league newsletter that keeps members informed about IGE.

- Continuing research and development to generate knowledge and to produce tested materials and procedures. A major feature of the IGE system is that it is not rigid. Instead, it is designed to be continuously changing and improving. It is still being refined based on the experiences of the people involved. In addition, each multiunit school has to try new things, evaluate them and engage in practical research to design, implement and evaluate instructional programs for individual students.

The first two components mentioned above, the school organization and the instructional program, are, of course, the primary parts of IGE. A more detailed description of each follows.

The Organizational Setup

There are three distinct levels of operation within the organizational structure of IGE: the I & R unit (instructional and research unit); the IIC (instructional and improvement committee); and the SPC (systemwide policy committee).

The I & R unit is the nongraded organization for instruction that replaces the age-graded, self-contained classroom. Each unit (see figure 1, p.7) consists of a unit leader, three to five teachers, an instructional aide, a clerical aide and up to 150 children. The number of staff members in a unit can vary. In some cases, there will be no aides. In other cases the aides will be paid paraprofessionals or volunteers. The number of supportive assistants in any given unit will depend in large part on how much the school district is able to pay and its policy regarding the employment of noncertified teachers.

The primary function of the I & R unit is planning and carrying out the instructional program for each child in the unit. This team assesses each child's level of achievement, learning style and motivation level by using various kinds of tests, by observing each student and by examining work samples from each student. The team then works out specific instructional objectives for each child to complete over a short period of time. After working out an instructional program for each child, the team reassesses each student's progress and achievement to determine if the initial objectives were attained. It then decides on the next set of instructional objectives. (See figure 4, p.9.)

The I & R unit is also responsible for researching new ways to teach children and to assess children's learning levels. Through experimentation and observation, unit teachers develop new ways of teaching. These new teaching techniques are then passed on to other teachers in other units by the principal and the unit leaders.

The IIC is composed of the building principal and all of the unit leaders in the building. (See figure 1, p.7.) The IIC has four main functions:

- To formulate the educational objectives and outline the educational program for the entire school building.
- To interpret and implement the systemwide and statewide policies that affect the educational program of the building.
- To coordinate the activities of each of the I & R units in the building for the necessary continuity in all curriculum areas.
- To arrange for the use of facilities, time, materials and other items that the individual units do not manage independently.

Starting an IIC involves a change in the role of the school principal. In the multiunit school the principal assumes greater and more direct administrative responsibility for developing the educational program, managing the preservice and inservice training activities and administering research and development activities.

The SPC is the systemwide policy committee. It includes the school superintendent or his designee, various consultants and other central office staff, the principals of multiunit schools, the unit leaders and multiunit school teachers. The primary purpose of the SPC is to make the transition from the self-contained classroom to the multiunit organization.

The Staff

What are the roles and responsibilities and objectives of the principal, unit leader and teachers in IGE?

IGE specialists say a training program is necessary before a school implements IGE. Both the Wisconsin center and /I/D/E/A/ suggest that any teacher who does not agree with the concept should be permitted to transfer to another school in the district. (As an added note of information, IGE authorities assert that the system cannot be imposed on a school or its staff from above. The teaching staff must agree that this is the kind of system it wishes to put into the school.)

The major part of the inservice training for IGE teachers focuses on getting teachers to think as members of a team, working together to provide an individualized instructional program for each child. The IGE training program is also designed to help staff members in an IGE school recognize their changing attitudes and through simulations to provide them with experience in an individualized learning program.

Both the Wisconsin center and /I/D/E/A/ offer detailed teacher inservice programs and multimedia materials which vary somewhat in strategy and emphasis but little in purpose. In its Implementation Guide, the center outlines the objectives to be attained by a multiunit school. These are organized under four headings: instructional programming, organizational operations, staff development and home-school-community relations. In its Implementation Guide, /I/D/E/A/ lists 35 outcomes to be achieved by various members of the IGE school personnel. The outcomes are also divided into two basic categories--"Instructional Process of IGE" and "Self-Improvement Process of IGE." Together, the outcomes listed in the Implementation Guide clearly establish the direction for a school implementing IGE. And, as attitudes and responses to outcome questionnaires change, it is easy to determine the degree of implementation of IGE and the areas of concern. The list of outcomes follows:

IGE Outcomes for the Instructional Process

Responsibility of the Principal

- The entire school is organized into units with each unit composed of a unit leader, teachers, auxiliary personnel and students.
- Each unit is comprised of approximately equal numbers of two or more student age groups.
- Unit teachers have sufficient time in which to conduct unit meetings (a minimum of three hours per week).

Responsibility of the Unit Leader

- Each unit makes the decisions regarding time, space, materials, staff and students assigned to that unit.
- Unit teachers practice role specialization and a division of labor when planning for the students' learning programs.
- Unit teachers decide on broad goals to be emphasized, based upon a discussion of previous accomplishments of the unit members.

- Unit teachers develop a collection of student learning objectives consistent with the broad goals of the learning program.
- Unit teachers develop plans for diversified activities in which students may pursue each of the desired learning objectives.
- The unit selects and/or develops curricular materials which include the following components: assessment methods, specific learning objectives, a variety of learning activities using different media, student performance records.
- Large groups, small groups, paired situations and independent study are provided as optional learning modes.
- The collective teaching strengths of unit teachers are used as a result of unit planning when constructing teaching-learning environments.
- Options exist for providing a greater range of teaching-learning environments.
- Parents reinforce implementation of the instructional process of IGE by giving vocal support to the program.
- Parents are involved in the instructional process of IGE.

Responsibility of the Teacher

- Individual teacher's decisions are consistent with the unit's operations.
- The following are considered when students are matched to learning activities: peer relationships, achievement, learning styles, interest in subject areas, self-concept.
- Unit teachers insure that each student has personal rapport established with at least one teacher.
- Adequate opportunity is provided (through discussion and written communication) to insure that each teacher is fully aware of perceptions and suggestions of other unit members relating to the students with whom each has developed special rapport.
- Each student is involved in self-assessment procedures and analyses of the assessments.
- Each student accepts increasing responsibility for selection of his learning objectives.
- Each student participates in the selection of learning activities to pursue learning objectives.
- Each student can state learning objectives for the learning activities in which he is engaged.

IGE Outcomes of the Self-Improvement Process

Responsibility of the League Facilitator

- The league coordinates an interchange of personnel to identify and alleviate problems within the league schools.
- The league stimulates an interchange of solutions to existing problems and is a source of ideas for new development.
- The league devotes time to analyzing and improving league operations.

Responsibility of the Principal

- Assignments of staff members to units are made with regard to complementary strengths and professional compatibility of the teachers.

- The IIC resolves problems involving two or more units.
- The IIC coordinates curricular development to insure continuity of educational goals and learning objectives throughout the school.
- The IIC coordinates schoolwide inservice educational programs.
- The IIC provides channels of two-way communication throughout the school.
- The IIC devotes time to analyzing and improving committee operations.

Responsibility of the Unit Leader

- The unit's plans submitted by the resource teachers are constructively criticized by unit members.
- Teacher performances in the learning environment are constructively criticized by unit members using both planned and informal observations.
- The unit devotes time to analyzing and improving unit operations.

Responsibility of the Teacher

- Staff members of an IGE school have a personalized program enabling each to learn and to implement IGE.

The Role of the Unit Leader

IGE encourages differentiated staffing, but not to the degree that is expressed in other plans which call for a huge proliferation of new roles and titles for personnel. The multiunit school calls for just one new role--that of unit leader. And, unlike many differentiated staffing plans which call for the master teacher to be primarily a teacher-trainer, that role is only one of several functions of a unit leader. The unit leader, in addition to being a member of the IIC and leader of the I & R unit, is also a teaching member of the unit.

The following are the unit leader's responsibilities:

Instruction

- Assume leadership in developing, carrying out and evaluating IGE in the unit--including objectives, materials, equipment and activities.
- Work closely with the unit staff, building principal, subject matter specialists and other consultants.
- Coordinate assessment of children's characteristics and progress in the unit and the placement of children in appropriate activities.
- Assume leadership in establishing good home-school relations.
- Teach about 50% to 80% of the time or be directly involved with the children in other ways.
- Utilize some of the remaining time to act as liaison between the principal and unit staff (and students); meet with staff members to plan instruction and to enhance the understanding of IGE, and meet with the IIC.
- Keep abreast of advances in subject knowledge, instructional materials and other components of a system of individually guided education.

Staff Development

- Develop, cooperatively with the IIC, the building principal and relevant

central staff, a building program of on-the-job education for certified personnel of the unit, including teacher interns.

- Develop and carry out a similar program for nonteaching aides.
- Coordinate the inservice training activities of both teaching and nonteaching staff whereby the capabilities of nonteaching aides are identified and improved and teachers learn to work effectively with aides.
- Develop, with the IIC, the building principal, relevant central staff and representatives of teacher-education institutions, a training program for teacher interns.

Research

- Plan research activities of the unit with appropriate personnel.
- Coordinate research activities with the I & R unit.
- Guide the administration of experimental treatments--instructional methods, materials, media--by sub-experimenters (teachers or others) to insure continuous adherence to the specified experimental design and to a schedule for collecting information.
- Guide the collection and, as time permits, the analysis of information collected.
- Keep abreast of relevant research results and methods.

Development

- Plan the development activities of the unit with the appropriate personnel of the unit, building, central office and other agencies.
- Coordinate the development of a system of individually guided education within the unit, including a statement of objectives, the assessment of the capabilities of students, the instructional program and evaluation procedures.
- Participate directly in preparing instructional materials, diagnostic procedures, measurement instruments, etc.

Innovation

- Coordinate the introduction of novel instructional materials, measurement and evaluation tools and procedures, instructional methods, etc.
- Stimulate the invention of new instructional methods within the unit.
- Keep abreast of innovations throughout the school system, state and nation through visits, conferences and reading.

Diffusion

- Provide for the proper briefing of observers of the I & R unit.
- Participate in the planning and actual diffusion of promising practices within the school building and system.

A great deal of staff interaction among staff members and with the students is considered essential by IGE authorities. In addition, the IGE model requires a great deal of time for assessing each child's abilities and learning styles and for planning the instructional program for each child. Representatives of both the Wisconsin center and /I/D/E/A/ stress that in terms of time and effort, the IGE system requires more time for assessment and planning than

the traditional self-contained classroom. The IGE system also requires considerably more decision making by small groups of teachers rather than by individual teachers. No teacher or principal in the ideal IGE operation works independently of everyone else.

Curriculum Materials

One of the hazards with any new kind of system or program is the selection and adaptation of materials. The Wisconsin center is developing materials in several areas that will be commercially available to traditionally organized as well as multiunit schools, starting in 1973-74. However, the use of these materials is not required. In fact, both the center and /I/D/E/A/ suggest that each multiunit school should examine the materials available and select those that suit the needs of its students.

The center, in addition, recommends that all materials be as consistent as possible with the center's model of instructional programming. This enables teachers to do more teaching and to spend less time in developing materials and tests. Therefore, IGE practitioners must keep in mind that the objectives of IGE and the nature of the instructional programming sequence require high quality, tested materials to achieve specified objectives.

Multiunit schools are notified as soon as newly developed curriculum materials are available for large-scale field testing and are encouraged to participate. Each school is invited to send representatives to an inservice workshop to learn how to properly implement the particular curriculum component.

The Wisconsin center specialists recommend the following procedures for identifying and using instructional materials:

- Educational objectives for the school district are stated.
- A systemwide committee identifies possible printed materials (textbooks, supplementary texts, programmed materials, library books) and audiovisual materials (motion pictures, sound tapes, filmstrips, slides, recordings, etc.) as well as self-contained multimedia packages.
- The building staff reviews the systemwide list and selects those materials that are most appropriate to attain specific instructional objectives. (All materials are keyed to these objectives and special material related to each curriculum area is available.)
- Material is selected and organized so that the same concepts may be introduced to a large group by means of a film, for example, and to a smaller group by means of slides or in another manner that is equally easy to handle. And, the same concepts should also be available in a form that is easily used by a student independently, to accommodate his individual learning style and rate of learning.

Although many existing materials can be adapted for the multiunit school, IGE specialists say it is probably easier and less time-consuming to select new materials with many of the educational objectives built in.

Who Trains the Trainers?

/I/D/E/A/ provides for the training of staff members of IGE schools through a process of teaching/learning clinical workshops. In the first step of the process, /I/D/E/A/ trains facilitators from intermediate agencies. (See p.37.)

Facilitators learn about IGE processes and about techniques to use in teaching staff members of IGE schools. /I/D/E/A/ cites several advantages to its clinical workshop approach:

- Facilitators are exposed to cognitive knowledge of the IGE process.
- Facilitators receive an opportunity to interact with other trainees. This interaction includes the give-and-take of constructive criticism by fellow learners.
- Facilitators learn how they can use the same clinical techniques when they move to the next step in the process--teaching staff members of IGE schools how to operate in IGE classes.

John Bahner, /I/D/E/A/'s director of innovative programs, says the institute carefully tailors and conducts the workshops so that facilitators can make maximum use of the training they receive. "We want [IGE facilitators] to be able to operate in their new role--IGE school personnel--in ways which are patterned identically to the way we operate with them," Bahner says. A description of a workshop follows:

During the 10-day clinic, facilitators become an actual teaching team in a school not yet using IGE processes. Team members must provide learning environments for students who attend for half of each day, as well as observe and analyze other facilitators as they work with students. During the second half of the day, facilitators conduct "critiquing sessions" (providing analysis and criticism of the morning's activities) with their colleagues. They learn more about IGE processes primarily by using IGE materials and through discussion groups with staff consultants. They also must plan for the next day's activities.

In addition to learning the role of IGE teachers and principals they learn their new role as an IGE facilitator in a separate three-day session. Thus, through movies, filmstrips, tapes and simulations, they learn how to answer questions on IGE from professionals and interested citizenry; they talk about ways of recruiting schools into League of Cooperating Schools which will implement IGE; they prepare plans for reactions by workshop consultants which they will use to recruit schools, hold the first league meeting and train principals and unit leaders.

Facilitators must have achieved all the outcomes designated for them prior to leaving the clinic, so in some cases this may be more or less than three days. "We anticipate a few facilitators may be around as long as five days during this period and other facilitators will need additional help in a school situation before they are deemed to have satisfactorily achieved all the outcomes," Bahner says.

Costs and Facilities

In any new program, the questions of how much it will cost and what kind of building arrangement will be needed always arise. And IGE is no different. The first staff cost that must be considered is the possibility of a higher rate of pay for unit leaders. The Wisconsin center recommends that unit leaders receive salaries 20% above those of staff teachers. In reality, unit leaders are receiving from 4% to 10% more than staff teachers. While the amount a district is prepared to spend is entirely up to the local district, the establishment of the new career position, that of the unit leader, calls for higher pay for the additional work and responsibility.

Another cost is for noncertified teaching aides. Some districts have used volunteer aides. Others use paid aides. By and large, most districts find that paid aides are more dependable, appear on a more regular basis and offer less confusion to the unit. One problem with volunteer aides is that they may only work one or two days a week.

The Wisconsin center suggests that a district planning to implement IGE should allocate at least $10 per pupil during the first two years for any combination of one instructional aide per 150 children, additional instructional materials and higher pay for the unit leader. Some districts report that this figure is too low, depending on the cost of aides, the kinds of materials the district is buying and other items. The $10 per-pupil cost per 150 students is generally low if an instructional aide is included. If a paid aide is added, the cost will generally double. Many districts have tried using parents on a volunteer basis but, in most cases, this has not worked out. It has saved some money, but many programs have suffered because parents generally are not able to serve on a regular basis. Other costs for staff development will include pay for teachers attending workshops, travel expenses to and from workshops, and so on. These staff development activities may be an addition to what the district had before starting multiunit schools.

An area of savings to school districts is reported by Norman Graper, principal of Wilson Elementary School in Janesville, Wis., one of the first multiunit schools in the nation. Graper says that hiring more aides and buying additional materials increased the school's operating costs, but that the increase was offset by savings gained by reducing the number of substitutes. When one member of a team was absent, other members of the team could fill in without any great loss of efficiency.

The cost of remodeling a school to provide the ideal space for IGE could be prohibitive. Therefore, the Wisconsin center recommends that as a minimum, walls of older buildings should be removed so that two well supplied instructional resource centers can be arranged, one to accommodate at least 90 intermediate-age children and another for at least 60 primary-age children. This creates most of the area needed for some large- and small-group instruction, one-to-one student-teacher instruction and independent study.

The Wisconsin center says that although there may be additional costs for a salary increase for the lead teacher, inservice training above current levels, facilities that may be outmoded, and aides not presently employed, it is extremely difficult to project exact increases for any given district.

HOW EFFECTIVE IS IGE?

Visits to IGE schools show there is no single set of IGE practices in operation. Even with the multiunit organization itself there are a number of variations in structure, policies and practices. A small percentage of the schools in their second year are not completely organized into units and continue partly in units and partly in age-graded classrooms. Also in some schools completely organized into units, the degree of implementation of the instructional programming model is diverse. Thus, some schools are effectively programming for the individual student in only one subject area, even after several years as IGE schools.

The degree of effectiveness seems to depend largely on the extent to which the various IGE components are implemented. The schools completely organized into units and also employing the instructional programming model in two or more curriculum areas are best able to understand the strengths and weaknesses of each child and can better use the skills and abilities of the unit staff to work in the various curriculum areas.

The importance of well functioning units and of strong principal leadership of the IIC is documented in a study of multiunit schools undertaken during the second semester of the 1967-68 school year. At that time the first multiunit schools were in their first year of operation and no instructional materials designed specifically for IGE were available from the Wisconsin center. Roland L. Pellegrin of the Center for the Advanced Study of Educational Administration (CASEA) at the U. of Oregon carried out the study.

Six schools were included in this study--both a multiunit school and a control school in three different communities. Two reports resulted from the studies, one dealing with decision making and professional satisfaction and the other with organizational characteristics of the multiunit school.

Decision Making and Job Satisfaction

Overall, the study showed more participation by unit leaders and teachers in cooperative decision making about instruction and related matters in the three multiunit schools. In the control schools, decision making affecting classroom instruction was generally the prerogative of individual teachers, who were the primary decision makers, and the principal, who provided advice to individual teachers or set the limits within which individual teachers could make the decisions. In the multiunit schools, decisions were typically made by the unit staff in cooperation with the principal. Thus, whereas each teacher in the conventionally organized schools had more decision-making power

when it came to his own classroom, the multiunit teachers had greater responsibility for making policy decisions involving all the children of the respective units and also of the entire school building.

Job satisfaction and teacher morale were much higher in multiunit schools, the CASEA study found. Teachers were administered a 10-item job satisfaction scale. On three items, responses were similar for the two sets of schools. But there were significant differences on the other seven items, all in favor of the multiunit schools. These items and the percentages of teachers expressing high satisfaction follow:

	Multiunit Schools	Control Schools
Satisfaction with progress towards one's personal goals in present position.	29%	16%
Satisfaction with personal relationships with administrators and supervisors.	56%	44%
Opportunity to accept responsibility for one's own work or the work of others.	58%	47%
Seeing positive results from one's efforts.	39%	15%
Personal relationships with fellow teachers.	72%	57%
Satisfaction with present job in light of one's career expectations.	54%	42%
The availability of pertinent instructional aids and materials.	58%	32%

The CASEA team identified the following seven conditions which had a bearing on the high rate of satisfaction among multiunit teachers:

- The teacher is part of a group endeavor, rather than working in relative isolation. There are opportunities for close ties of cooperation among unit members.

- To a greater degree than in the control schools, teachers in the multiunit schools are able to concentrate on teaching, planning and preparing for instruction. Two reasons were given credit for this: (a) instructional and clerical aides, where they exist, relieve the teacher from routine work; and (b) nonteaching tasks performed by teachers in

traditional schools can be carried out by one person in a unit in the multiunit school.

- Teachers in multiunit schools see their environment as being freer, less rigid and more open to experimentation.

- Various forms of specialization are emerging in multiunit schools which make it possible for teachers to select duties according to their interests and talents and at the same time feel that they are heightening the effectiveness of the unit.

- An immediate resource person, the unit leader, is readily available to provide assistance, advice and consultation.

- The work environment of the multiunit school is new and may, for the short run, provide a positive influence on job satisfaction.

- Changes in the patterns of authority and decision making contribute to job satisfaction.

Organizational Characteristics

Pellegrin's study dealt both with interaction patterns in multiunit and control schools and also with the division of labor (specialization in the unit and the role of the unit leader). Following are highlights:

Interaction patterns. Consistently, these early multiunit schools were successful in encouraging cooperative activities. Within an I & R unit, there were close relationships involving joint decision making between teachers (other than unit leaders) and the principal. In the control schools, the individual teachers were more dependent on the principal, and there was considerably less interaction among the teachers. This varied somewhat, particularly when teachers at one grade level coordinated their activities.

Division of labor. By and large, when specialization is discussed on an elementary school level, it is usually thought of as either subject-matter specialization or departmentalization and is usually considered in a negative light. This is generally true of both teachers and principals. In the multiunit school, however, there is a certain degree of specialization.

CASEA found three conventional forms of specialization as well as some less conventional forms in the three schools studied. Conventional forms are:

- Specialization by subject-matter. That is, one teacher in the unit may be more skilled at teaching science while another may be more skilled in other subject areas.

- Specialization by grade level. This is particularly true in larger units, despite the abolition of grades.

- Specialization by ability groupings. Often, because of particular skills or teaching techniques, some teachers work with various children who

are grouped by ability. Grouping by intellectual ability is not recommended by either the Wisconsin center or I/D/E/A.

Of the unconventional forms of specialization, the study team found three main types:

- Some teachers devote most of their time to working with individual students, while others work mainly with small groups or class-sized units. In two of the schools studied, individualization and small-group instruction were heavily emphasized. In those schools, some teachers reported spending up to 75% of their time working with individual students. Other teachers reported spending up to the same amount of time with small groups. In summing up on this point, the study team reported: "In the light of the emphasis given to individual and small-group instruction in the multiunit system, the development of such specializations are to be anticipated. There are, however, disparities in the amount of such instruction from one unit to another within a school. One of the schools had retained class-sized groups almost exclusively. Individualized instruction in this school consisted almost entirely of routine drill by instructional aides."

- The second type of specialization emerging in the multiunit school was that of teachers serving as expert advisors to the other teachers in their unit. In the obvious case, the teacher serving as the expert had some special training in that area. At other times, the teacher who served as the expert may have been asked to take responsibility for learning about developments in a particular area and then keeping the other members of the unit informed. This kind of specialization was found to be "a highly promising development by the CASEA study team. It permits a type of accumulation and pooling of knowledge not possible under different circumstances."

- The third type of specialization found relates to special assignments. In several units studied by the CASEA team, teachers were given special responsibilities for planning units of instruction. In one unit, the teachers planned different phases of the instructional units and each took responsibility for one or more phases of the total process. Such assignments were often temporary. This type of division, the report said, "offers opportunities to get jobs done that could hardly be obtained in a more permanent and fixed division of labor."

Questions on Organization and Personnel

While the report itself stated that "it seems safe to say that the multiunit school holds high promise of ameliorating some of the endemic problems encoutered in elementary schools," a number of questions were raised about the organizational structure and roles of personnel:

1. What is the relationship between unit size and unit effectiveness? The CASEA study found that in smaller units, the degree of interdependence between teachers and between teachers and the unit leader was greater than in the larger unit. In larger units (for example, in one

with a unit leader and eight teachers), there was a tendency to become segmented into subgroups based largely on the initial grade level of the children before organizing into units.

2. What are the functions of the IIC? Two of the three multiunit schools studied by CASEA in the spring of 1968 had an IIC. (All three had IICs in 1970-71 and thereafter.) In one of these two schools, the IIC functioned primarily as a vehicle for channeling news to teachers. In the other schools with an IIC more time was spent in discussing questions relating to instruction, but even so there were misunderstandings concerning the exact functions of the committee. Further, there was a problem of conflicting authority between the IIC and the individual units. The question of which decisions were to be the exclusive domain of the unit members and which were to be made for the entire school by the IIC was never clearly stated, according to the study report.

3. What is the role of the unit leader and what is the role of the principal? The CASEA study devoted considerable attention to the relationships of the unit leader and principal and the divisions of labor between them. Among the three multiunit schools, there was no general agreement concerning the roles which should be emphasized in these positions. Particularly variable were the instructional-leadership tasks handled by the unit leader. In many cases, unit leaders had assumed tasks which should have been handled by the principal, according to the Wisconsin center model. In addition, it was clear that the principal's instructional leadership role should be different in a multiunit school--he will carry out his leadership more with the unit leaders, less with individual staff teachers. Yet, what his role should be, particularly when a unit experienced difficulty, was hard to determine.

In fact, the role of the principal is so hard to determine that even the principals themselves have a hard time defining it. Many principals have found that their main duty becomes one of passing information to and from unit leaders and teachers and the central office.

Some principals, who were reluctant to give their names, say they have merely become high-priced errand boys and would like to return to a traditional school where they play more of a supervisory role. On the other hand, many principals report they have adjusted easily to working in the IGE system and enjoy the stimulation of using the new methods and systems to help children learn.

The Wisconsin center has since addressed a substantial research and development effort to solve these problems. Center recommendations concerning unit size are mentioned earlier in the discussion of "the organizational set-up"--that is, a unit leader, three to five teachers, an instructional aide, a clerical aide and up to 150 children.

The center's recommendations have come about through five years of working with multiunit schools. Visits to IGE schools and both earlier and later written reports, such as that by CASEA, have shown a variety in the organizational-administrative patterns. Some schools move quickly to several desired conditions--the whole school organized into smoothly functioning I & R units,

regularly scheduled and productive IIC meetings, instruction in two or more curriculum areas carried out according to the model of instructional programming for the individual student, and desirable home-school-community relations. Slowness in moving toward the model is related to conditions within school districts and school buildings and also to the availability of inservice staff development programs, of high quality curriculum material suited to IGE and of other desired working conditions. Both the Wisconsin center and /I/D/E/A/ report on these conditions through their annual evaluation efforts and have long-term commitments to come up with better solutions through continuing efforts with the schools.

Making Use of Recommendations

The Wisconsin center claims its most effective response to the schools' problems in implementing the new organizational-administrative arrangements has been to sharpen its inservice program, including the development of printed materials, slide films and IIC simulations. Also the center has established an implementation team of experienced multiunit building principals and unit leaders to conduct the initial inservice effort.

The center is currently engaged in nationwide implementation which was funded in March 1971 by a special grant from the U.S. Office of Education. The nationwide activities are carried out in a four-phase sequence:

- Awareness
- Installation
- Maintenance
- Refinement

In this effort the center implementation team works with implementation coordinators from various state education agencies and from central offices of large school districts. These coordinators in turn work with the staffs of local schools. Members of the implementation team also work with some of the staff of the local schools.

"Awareness" included information-giving conferences held throughout the country in 1971. The primary target group was building principals.

"First-year installation" includes four steps:

1. A one-day workshop for administrators and central office personnel is conducted the first time in a state or region by the Wisconsin center's staff and later by a state or local coordinator. The objective of the one-day workshop is to develop among state department and central office personnel an awareness of IGE. Chances for success at the building level are greater when a commitment has been made at the school district level. A second objective is to discuss and clarify the written agreement describing responsibilities and working arrangements between the center and implementation agencies as well as the written agreement describing responsibilities and working arrangements between the state implementation agency and the individual schools.

2. A three-day workshop for principals and prospective unit leaders is also initially conducted by the Wisconsin center staff. By the end of this workshop participants should be able to:

- Describe the organizational structure of the multiunit school.
- Identify the roles of the various personnel in the multiunit school.
- Explain the elements and processes of the instructional programming model.
- Outline the installation of the multiunit organization and IGE in their building.
- Describe the Wisconsin Design for Reading Skill Development--its elements and their functions.
- Conduct inservice programs for their entire building staff.

3. A three- to five-day workshop for the entire staff of each building is conducted prior to the opening of school by school personnel from the two workshops described above. Assistance from the center to only a few districts is possible since these workshops come mostly in August.

4. Four half-day inservice sessions for the entire building staff are conducted by implementation agency personnel with assistance as possible during the first year by the center's implementation team.

"Maintenance" includes one-week institutes on college campuses for experienced multiunit personnel. The Wisconsin State Dept. of Public Instruction has demonstrated that multiunit schools can begin operating and survive reasonably well for a year or two with the amount of assistance described earlier. However, field testing by the Wisconsin center staff in 1970-71 showed that many multiunit personnel had not fully acquired mastery of the concepts and were deficient in key skills. To remedy this situation, the Wisconsin center and cooperating teacher education institutions outlined one-week institutes for experienced multiunit principals, unit leaders and staff reading teachers. The one-week institutes for staff teachers of math, science and other curriculum areas will be added as the center develops programs in these areas. The focus of these institutes is to meet the immediate needs of the practicing staff members of multiunit schools.

"Refinement-Institutionalization" includes academic year programs with a practicum for multiunit school personnel--particularly the building principals and unit leader--a master's degree and a post-master's specialist certificate. This program was funded by USOE for only one year but three institutions will probably continue the programs without further USOE support.

Through the preceding implementation strategy, multiunit personnel are being more adequately prepared for their new roles than they were when the CASEA study was conducted in 1968. The Wisconsin center says many of the questions raised by the report concerning organization and roles of personnel have been dealt with in this four-phase installation sequence. It assures initial inservice training for local school staffs as well as continuing assistance from the state education agency and teacher education institutions. Further, the lead teacher role is beginning to be a career position that attracts key instructional personnel who assume much responsibility for planning educational experiences for children and on-the-job education for the unit staff. The building principal's role is also enhanced--he assumes greater initiative for instructional improvement and for better communication with personnel. The environment produced by these personnel in the multiunit setting should encourage self-renewal of the staff and related continuously changing and improved education for children.

WHERE DO WE GO FROM HERE?

The growth of IGE schools across the country testifies to the acceptance of the concept by teachers, school administrators, parents and children. In the 1972-73 school year it is estimated that there will be more than 350 new schools working with the Wisconsin center and approximately 200 working with /I/D/E/A/. This will bring the total number of multiunit schools to well above 1,000. Many more schools have expressed an interest in IGE, say proponents, but they do not have the resources required to offer support services to an IGE network. "We can't add days to the calendar and we can't make up the money to hire new staff we'd need to expand the network," says Elaine McGregor, coordinator of statewide networks at the Wisconsin center.

Why the growing interest? School administrators give varying answers based on their own observations; the Wisconsin center cites data from formal studies which supports these practitioners' statements.

IGE Expansion

Take for example the case of Des Moines, Iowa. Through the 1971-72 school year, Des Moines had five elementary schools that had converted to the multiunit model. Eight additional schools converted to the IGE system in the fall of 1972. Why? An answer is offered by James E. Bowman, director of elementary education in Des Moines: "The feedback we have received from teachers, parents and students in the five schools currently using the IGE program has indicated exceptional acceptance of the program and significant academic achievement. We feel confident that this program will be well received by the new schools and we look for excellent academic achievement in those schools in this program."

These comments can be repeated for school systems across the country that have switched to the IGE system. In Xenia, Ohio, William M. Hill, assistant superintendent of schools, says the attitudes of teachers have changed enormously. "We've got better teaching than we ever had before," Hill said. Lawrence D. Morgan of the Oregon City, Ohio, school district, cites team planning that has made the concept truly workable. "It's amazing the creativity that develops. It forces research. Our discipline has improved, and we have found that home-community liaisons have improved."

In Janesville, Wis., community response to the multiunit school has been extremely positive. Wilson Elementary School was one of the first multiunit schools started by the Wisconsin center. Since 1969, ten other Janesville schools have adopted this approach, and parents are demanding more. At a

school board meeting, one parent whose children were not in multiunit schools was quoted as saying, "I'm afraid we are the have nots and we'd rather be the haves." Another parent said he was "completely sold" on the multiunit concept. "It's great. I've seen such a change in my children. I hope all the schools can be this way. My neighbors are sold, too." Norman Graper, principal of the Wilson School, sums up the reasons for increased interest this way: "I think that primarily the children have a better self-image and understanding of what the school is trying to do for them. I think if the child feels good about himself and is learning, that's what sells the program."

Data from Current Studies

Recent data support the contention that a child's self-concept as a learner is better in a multiunit than in a traditionally organized school. The study, "An Analysis of the Relationships of the Multiunit School Organizational Structure and Individually Guided Education to the Learning Climate of Pupils," was conducted in 1971-72 by Richard G. Nelson, a 1972 doctoral candidate at the U. of Wisconsin. (It is being published by the Wisconsin center as Technical Report No. 213.)

Nelson investigated the relationship of the multiunit organization to the learning climate of students. Learning climate was defined as "a combination of the behavioral and attitudinal variables in a pupil's immediate school setting which may affect learning." The variables included factors related to school morale and the student's self-concept as a learner.

The sample used in the study included 25 schools--13 multiunit and 12 control schools. The multiunit schools were selected based on the following criteria: the school must be fully organized in the multiunit pattern, must be in at least its second year of operation and must include students in the 9-12 age range (upper unit). The self-contained control schools were matched on the criteria of geographic location, size and socioeconomic background.

The instruments chosen for gathering data on learning climate included the school morale scale and the "semantic differential of self-concept as a learner." These instruments were combined and modified for use in the study as indicated by a pilot test conducted in one multiunit school and one control school, exclusive of the study's sample. Attendance and tardiness data were also collected using the total enrollment of each school in the sample.

Based on the findings of the study, the following conclusions were drawn with respect to multiunit schools:

1. Pupils in multiunit schools exhibited more positive learning attitudes than did pupils in traditionally organized schools.

2. Pupils in multiunit schools generally appeared to have a more positive self-concept as learners than did pupils in traditionally organized schools.

3. Pupils in multiunit schools displayed a more positive attitude toward their fellow pupils than did pupils in traditionally organized schools.

4. There was no difference between multiunit pupils and pupils in traditionally organized schools with respect to their attitude toward teachers.

5. Pupils in multiunit schools generally appeared to have a more positive attitude toward instruction than did pupils in traditionally organized schools.

6. Pupils in multiunit schools revealed a more positive attitude toward school in general (school morale) than did pupils in traditionally organized schools.

7. Pupils in multiunit schools had a more positive attitude toward their school plant than did pupils in traditionally organized schools.

8. There was no difference between multiunit pupils and pupils in traditionally organized schools with respect to their attitude toward administration and staff.

9. Pupils in multiunit schools exhibited a more positive attitude toward their community than did pupils in traditionally organized schools.

10. There was no difference between multiunit school pupils and pupils in traditionally organized schools with respect to their records of attendance and tardiness.

The study cites the following implications of its findings: "Those educators, whether they be school board members, administrators or classroom teachers who include in their list of educational objectives a concern with the attitudes of their pupils should welcome evidence that the school environment can make a difference in these areas." It does caution, however, that adoption of the IGE system "does not, in itself, guarantee an improved learning climate." Analysis of individual school pairs did show that in two districts, pupils in control schools scored higher on several items than did pupils in multiunit schools. The study points out that there are other factors which affect the learning climate (such as teacher personality or the student's home situation).

What Makes IGE Work?

The implementation staff from the Wisconsin center believes that in order for the multiunit organization to show positive results it is not only necessary to be fully organized into units, including a functioning IIC, but it is also essential to be employing the instructional programming model (figure 3, p.8) in at least one curriculum area during the first year and in two or more areas thereafter. After all, the multiunit structure is only one component (that is, the organizational-administrative component) of IGE.

Curriculum materials, related statements of instructional objectives and criterion-referenced tests which can be adopted or adapted by schools are needed. The Wisconsin center is developing materials and instructional procedures in reading, prereading, motivation and mathematics. Parts of two of these programs--reading and motivation--are widely available in precommercial

versions for the 1972-73 school year. Field test results on both programs are encouraging.

Wisconsin's Reading Program

The "Wisconsin Design for Reading Skill Development" links essential reading skills with related behavioral objectives and provides machine-scorable, criterion-referenced tests for assessing children's mastery of these skills from kindergarten to sixth grade. Resource materials and management procedures for teachers help them organize programs for individual children. The reading design program is organized into four areas: word attack; study skills; comprehension; and self-directed reading, interpretive reading and creative reading skills.

In the 1970-71 school year, the center began a two-year evaluation of the word attack element of the "Design." Data gathered in 23 schools chosen for intensive study provide an interesting commentary on the effectiveness of the reading program and on practices related to its implementation. The study was designed to represent a variety of community settings, reading achievement levels and school structures.

Pupil performance was evaluated with respect to the 45 word attack objectives. Specifically, performance of children who had experienced the word attack program for six months was compared to performance of non-participating pupils of the same age/grade characteristics in the same school one year earlier. In addition, standardized measures of performance on skills similar to those specified in the word attack element were applied and comparisons made between results for children who had participated in the program and those who had not.

Not surprisingly, the strongest effect of the program was revealed in the tests associated with the 45 word attack objectives. On more than 90% of the objectives, achievement of children with six months of word attack instruction was higher than that of children who had not participated in the program. This finding pertained to all subcategories of schools, including inner city and multiunit schools, as well as to the total number of schools.

Confirmation of improvement in the general area of word attack skills was provided by administering appropriate subtests of the Cooperative Primary and Stanford Achievement Test Batteries. In all instances, children who had participated in the word attack program scored as well as or better than children who had not had the design on measures of word analysis. In some of the inner city schools, dramatic gains were observed in the Cooperative Primary Phonics Analysis Test.

Since 11 of the field test schools were organized in conventional age-graded, self-contained classrooms, it was possible to look at the effect of introducing an IGE-oriented instructional program on a non-IGE organization.

The most encouraging result was that all schools reported cooperative planning and exchanging of pupils among teachers working at the same grade levels. Principals interviewed were enthusiastic about increased staff inter-

action, improved communication within the school, and better utilization of reading specialists which the design encouraged. Two of the self-contained schools elected to go multiunit at the end of the first field test year, and four other principals reported they were considering changing over in two years.

Wisconsin's Motivation Program

The other instructional program developed by the Wisconsin center is Individually Guided Motivation (IGM)--a system of school motivation with a related inservice program for teachers. It calls for a cooperative effort in identifying general motivational objectives for all children in the school and then planning and carrying out motivational-instructional procedures based on each child's present level of motivation, achievement and self-direction. This program is being widely distributed by the Wisconsin center on a precommercial basis in 1972-73 and will be commercially available beginning in 1973. It was developed according to the center's model of instructional programming for the individual student (see figure 3, p.8) and has undergone extensive field testing.

Four motivational-instructional procedures provide the main means for aiding children who are low in motivation, achievement or self-direction:

- Teacher-child goal-setting conferences related to subject matter learning.
- Adult-child conferences to promote independent reading.
- Small-group conferences to encourage self-directed prosocial behaviors.
- Guiding older students as tutors of younger students.

Evaluations of the first three procedures and related inservice programs and materials in a number of Wisconsin schools indicate significant increases in student motivation and achievement accrue from using IGM procedures.

Three groups of students--totaling about 50 children--in three different Wisconsin schools made positive and at times dramatic gains in achievement while participating in the goal-setting conferences. Each group was made up of students whose rate of progress was very slow in a given skill area--math, word attack skills and sight vocabulary. Following a two-month period of individual goal-setting conferences, definite improvement was recorded for all three groups compared to a base period prior to the test. In all three, students' rate of progress after conferences ended remained high compared to the period before testing began.

In a field test of individual conferences to promote independent reading in 1970-71, the 65 adults who had conferences with 360 children reported large increases in the number of books the children read independently. In addition, grade equivalent gains on standardized tests of one year or more were observed for comprehension in grade 4 and reading speed in grade 6.

A small-scale evaluation of the small-group conferences to encourage self-directed prosocial behaviors was carried out during the 1971-72 school year. Early results are that children modified their behaviors to meet the goals which they set for themselves with teacher guidance. An important side effect of the conferences was increased communication and interaction

between students and teachers. A number of schools using the program found out more about their students' attitudes and other individual characteristics.

Officials of the Wisconsin center say the results obtained through use of the reading and motivation programs indicate the desirable effects of a concerted attack on curriculum improvement as proposed by a model of instructional programming for the individual student. They say that: the multiunit organization brings increased professional satisfaction among staff members and provides the flexibility necessary for scheduling instruction for the individual student; instructional materials and procedures designed specifically for individualizing instruction provide the means whereby a child can actually work at his own rate, in his own style, according to his own needs.

What's IGE's Future?

What's ahead for tomorrow and the near future? There are already a few middle schools listed among IGE schools. And IGE specialists predict that in the next two to three years, IGE is going to expand into the secondary domain and that the number of middle schools, junior high schools and senior high schools will add appreciably to the list of operating multiunit schools. The Wisconsin center has developed an IGE model for secondary schools that will undergo pilot testing in a few schools during 1972-73. Administrators at the center say it takes at least three years from the formulation of a model through testing it in a variety of settings, and developing and testing a related inservice program. Until the inservice program is available and the costs for the new practices are competitive with existing practices, the center does not attempt to implement on a wide scale.

/I/D/E/A/ is also moving toward an IGE high school model. Its staff members foresee interdisciplinary learning units consisting of from six to nine teachers at the high school level and 10 to 12 teachers at the middle or junior high school level. The model-sized unit for an elementary school by comparison, is from three to five teachers. The basic elements of the secondary model would be the same as those in the elementary model, and /I/D/E/A/ set December 1972 as the target date for completion of its inservice program and materials for the middle and junior high models and December 1973 for completion of the high school model.

Under the /I/D/E/A/ setup, elementary school IGE would cover children aged 5 to 12; middle and junior high school IGE would serve students aged 10 to 15; and high school IGE would serve students 14 to 19. The /I/D/E/A/ concept of leagues to provide inter-unit linkages would be continued with separate leagues for elementary schools; separate leagues for middle, junior high and senior high schools; and combined leagues of elementary and middle schools.

/I/D/E/A/ and the Wisconsin center predict that their continued refinement and expansion of IGE will establish the IGE system as an accepted practice in America's schools for quite some time ahead. They say all education indicators point to continuing and growing interest in providing individualization of instruction for children. They see IGE as an opportunity for teachers to provide this individualized service within a structure which gives them freedom to try different approaches while at the same time provid-

ing them with assistance and consultation and the support of other teachers who are also working with IGE.

Perhaps the success of the IGE system, its proponents say, is not that it is a highly organized program in the sense that it sets up all the steps for teachers and students, but that it is an umbrella structure that provides a format for trying all kinds of different teaching methods, techniques and strategies with one basic idea in mind--giving each child the opportunity to learn with materials that are most suited to him and in a situation that is most suitable to his style of learning.

IGE proponents also point out that the IGE system with its models for organization and instruction is far more appealing to many teachers than the seemingly free "open classroom" because it offers the same kind of freedom to teachers and children and allows them to work in the atmosphere that is most suitable for both.

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- One of the Wisconsin center's State Coordinators (listed on p.40)

WORDS TO THE WISE

If there is any concrete advice that IGE participants feel should be offered to new school districts going into the IGE system, it is this: "Be sure that the people involved (that is, teachers, unit leaders and principals) know exactly what is entailed in the multiunit school program."

This advice was repeated by a number of school superintendents, principals, teachers and unit leaders. Roughly 90% of those interviewed stressed the importance of thorough teacher training and preparation. Some of the teachers interviewed made this additional comment: "If we aren't fully prepared and knowledgeable about what is involved in IGE, the program is going to flop. No matter how enthusiastic we are about the concept, putting it into operation requires complete understanding by all involved."

John Levigne, superintendent of schools in River Edge, N.J., added a few other comments: "Don't label the program. If you can upgrade logically and successfully, do it. Don't publicize it." When the plan was first broached at a public meeting in River Edge during the fall of 1971, Levigne added, a number of questions were raised that were difficult to answer to everyone's satisfaction.

"We have a K-6 school system, and our secondary school students go to a regional junior-senior high school district. One of the big concerns was, 'if you educate children under these new types of approaches, how will they fit into the junior high school setup?' Of course we explained that the junior high school staff was aware of what we were trying to do, and they knew they might have to make some adjustments for our children," Levigne explained.

"Then, of course, we got the standard question, 'We have a good school system, why change it?' How can you answer that question? We tried to tell people that no matter how good a school system is, if something worthwhile comes along, it is to the benefit of the students to try it. Who knows, it might make our good schools better."

In River Edge, IGE will be instituted in three schools. One school, with a K-4 enrollment, will be completely multiunit except for the kindergarten. The other two consist of grades 4-6 and in each school there will be an intermediate 4-5-6 unit. In New Jersey, the state education department selected 25 districts to participate in its program, which concentrated on training teachers and unit leaders to make them thoroughly familiar with the program.

Of 55 teachers and specialists in the River Edge system, 20 teachers wanted to take part in the multiunit plan. Of these, 12 classroom teachers

and two reading specialists were selected for the IGE system. For most of the teachers, the changes were drastic. "We were tired of going it alone," a number of them said. "We wanted a chance to work together professionally and really put into practice a lot of the ideas we had heard about." "This is really the emancipation of the classroom teacher," another teacher said. "No longer are we isolated within four walls and 25 children. Now we have a chance to really try teaching according to the way we learned."

Levigne and the staff feel strongly about IGE. "We want to promote the program. For the first time, we have an overall means to pull together the innovations of the past 20 years. And, despite what the critics say, the children will not be hurt. How can they be hurt when you offer them a variety of teaching situations and a variety of teachers. But the key to the whole program is enthusiastic teachers who are fully informed and feel capable of handling any situation."

In Livingston, N.J., Herbert Andlauer, the director of curriculum, also feels strongly about IGE and the multiunit school. "For the first time, we are putting into practice many of the concepts to which we have given lip service for many years. When you talk about individualized instruction, team teaching, individual assessments, you are talking about innovative ideas that have been around for a number of years. When you talk about the multiunit school, you talk about an umbrella program that permits the practical application of these and other innovations that have never really made it into the schools on a large scale."

Of Livingston's 3,875 students in grades K-6, about 520 in one of its schools were using the IGE system in math in the fall of 1972. "We felt that it would be easier and more proper to train our teachers to work more competently in one area at first. Later, of course, IGE will be expanded to include other subject areas."

The principal of Livingston's Callins School is deeply involved in the program. Of him, Andlauer said, "He was way ahead of it. Even before we ever heard of IGE or the multiunit school, he was trying to implement some of the elements that are part of IGE. As soon as there was a possibility of a state grant to work on IGE, he was all for it."

The principal, Leonard Bernstein, believes in IGE and the opportunities it offers to individualize instruction for each child. "Any one who says that you can teach the same thing to 25 youngsters and expect them to learn at the same rate and with the same degree of comprehension, doesn't know very much about children. IGE gives us the opportunity to devise individual teaching strategies for each youngster. For those who learn better in lecture type situations, there will be large-group instruction. For those who work better with one or two other children and a teacher, there is very small group instruction. We can provide different instructional settings, different kinds of materials and different teachers. You just can't do this in the traditional self-contained classroom," Bernstein said.

One problem the school district faced was the local education association. "The association was leery at first," Andlauer explained, "but the staff at Callins was totally enthusiastic. Their enthusiasm spread and now

we have another school that wants to get involved in IGE. Of our eight schools, some six have expressed varying degrees of interest.

"Two points of advice that I would offer school districts planning to start with IGE: work through your teachers. You cannot issue a proclamation or orders saying that a school will become an IGE school," Andlauer added. "The staff has to be the forcing agent. Make sure it's something the staff wants, only then can you commit the district. Second, make sure your teachers are thoroughly trained. No matter how enthusiastic the teachers are, they have to know what is expected of them. There is a lot of work involved on their part and if they aren't prepared for it, the whole thing will fall apart."

Livingston teachers are presently involved in weekly training sessions, and unit leaders are attending regional seminars, bringing back information and then passing it on to the staff. Twenty teachers are involved, and so far their enthusiasm has not diminished. "It's a lot of work," said one teacher. "There are so many things to keep in mind. And you really have to get to know the children. But it is satisfying to work with a group of teachers who are really professional. That, and the knowledge that you are going to make the education of each child individual and personally relevant, makes all the work worthwhile."

Another teacher agreed and then added: "You know, we talk about individualizing instruction for youngsters. I guess to some degree I did some individualizing within my own classroom. But to be able to offer each child different kinds of learning chances, with a teacher who might be more compatible, and with materials that might be closer to that child's mark, that's really individualizing. And that is great."

Cassadaga Valley Central School District in New York is somewhat different from the two New Jersey school districts. Cassadaga Valley has four IGE multiunit schools at the elementary level. Two of the schools have been multiunit schools since 1968, so the experience and advice from school officials, teachers and principals there perhaps carry more weight. Frederick Wilson, redesign coordinator for the school district, gives this advice: "Be sure that everyone--principals, unit leaders and teachers, especially the teachers--who are involved in the multiunit school knows exactly what the multiunit school operation entails. Unless the staff and everyone connected with any new system in the school knows the complete works, there will be problems. This is especially true for IGE because it really forces drastic changes in school organization and operation."

Successful implementation of IGE in Cassadaga is testified to by the two additional schools now in the program and the spread of the program to another school district in the same county in western New York. The four schools in Cassadaga serve about 800 students, almost the entire elementary school enrollment. When the multiunit school was initially organized, all subject areas were covered. "We felt that it was the best way to go. We just made sure that our teachers were well prepared for the setup."

Wilson cites two possible areas of concern in initiating the IGE system: teachers and parents. "We were extremely fortunate. The teachers in our

system were ready, willing and able to adapt to the IGE system. They were interested and involved in it right from the start. Without their initial interest in IGE and the multiunit school, we would never have gotten the program off the ground. Also, since we do have excellent school-community relations, there was no problem in getting parental acceptance of the program."

Wilson strongly recommended that principals be given a major role in setting up the program, training the teachers and developing the learning units.

Teachers in Cassadaga strongly recommend IGE. One teacher observed: "There's no other way to go. In the self-contained classroom all I did was give lip service to the great ideals of individualized instruction and a lot of other ideas for improving education. It was just impossible to keep up with everything. Now, I not only have time to teach the way any involved teacher wants to, but I also have the time to see if I'm hitting the mark. With the constant evaluation of the children, I can tell almost immediately who needs help. And with the other teachers in the unit, we can work out the best learning program for each child. I'm learning all the time. From those teachers who have better techniques for reaching certain children, I'm learning how to do my job better. I feel that there's no better educational setup for both the children and the teachers."

Other teachers, too, expressed similar feelings. "It's amazing how good I feel when I see a youngster get the understanding of an idea or concept and to know that the school and the teachers are really working for the child. For too long, schools were school centered. New programs would come along and we'd grab them because there were federal or state moneys attached. This is something the local district is operating, and even more directly, it's really school organized, not district controlled. It's the best thing I've run across in my years of teaching."

Despite the limited sample, there's no doubt that once teachers, unit leaders and principals get into the IGE system, they really become enthusiastic about the possibilities it offers them and the children. However, as most of them say, if you're not prepared, you can't do the job right.

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in Education
or Dr. Clarence Lynn
Program Coordinator
Office of Program
Development
New Jersey State Dept.
of Education
1000 Spruce St.
Trenton, N.J. 08625
609: 292-7109

New York
Mr. Ronald E. Hull
Teacher Education Research
Center
State University College
Fredonia, N.Y. 14063
716: 673-3219

Ohio
Mr. C. William Phillips
or Mr. Robert Weinfurtner
Consultant
Ohio Dept. of Education
781 Northwest Blvd.
Columbus, Ohio 43212
614: 469-2979

South Carolina
Mrs. Bobbie McEntire
IGE Facilitator
State Dept. of Education
803 Rutledge Building
Columbia, S.C. 29201
803: 758-3394

Wisconsin
Dr. Barbara Thompson
Consultant
Wisconsin Dept. of Public
Instruction
126 Langdon St.
Madison, Wis. 53702
608: 266-2542

Virginia
Mrs. Irene Lober
Franklin Sherman
Elementary School
6630 Brawner St.
McLean, Va. 22101
703: 356-3874 / 356-6464

Current as of May 1972

IGE/Multiunit Schools with Relationships with the Wisconsin Center

CALIFORNIA

BELMONT PUBLIC SCHOOLS
Claude C. Turner, Supt.

Central School
Charles Warda, principal
525 Middle Road
Belmont, Calif. 94002

HILLSBOROUGH CITY SCHOOLS
Dr. Tod A. Anton, Supt.

South School
Mrs. Barbara Bandy, principal
303 El Cerrito Ave.
Hillsborough, Calif. 94010

NEWARK UNIFIED SCHOOLS
Dr. Donald Thomas, Supt.

Milani School
Leo J. Hinkel, principal
P.O. Box 385
Newark, Calif. 94560

OAKLAND CITY SCHOOLS
Marcus A. Foster, Supt.

Martin Luther King, Jr., School
Mrs. Minnie B. West, principal
960 Tenth St.
Oakland, Calif. 94607

RAVENSWOOD CITY SCHOOLS
John A. Minor, Supt.

Belle Haven School
Willie C. Richardson, principal
415 Ivy Drive
Menlo Park, Calif. 94025

Brentwood School
William Rybensky, principal
2086 Clarke St.
Palo Alto, Calif. 94303

Costano School
Robert Guthrie, principal
2695 Fordham St.
Palo Alto, Calif. 94303

James Flood School
Phillip Smith, principal
320 Sheridan Drive
Menlo Park, Calif. 94025

Kavanaugh School
Tyler Spikes, principal
2450 Ralmar St.
Palo Alto, Calif. 94303

O'Connor School
Neil Mulford, principal
275 Elliott Drive
Menlo Park, Calif. 94025

Runnymede School
Mrs. Virginia Moulden, principal
1286 Runnymede St.
Palo Alto, Calif. 94303

Willow School
Clarence Francois, principal
620 Willow Road
Menlo Park, Calif. 94025

COLORADO

ADAMS COUNTY PUBLIC SCHOOLS
Daniel B. Stukey, Supt.

D. B. Stukey Elementary
Gale G. Johnson, principal
11080 Grant Drive
Northglenn, Colo. 80233

ADAMS-ARAPAHOE PUBLIC SCHOOLS
Dr. Urban J. D. Leavitt, Supt.

Altura Boulevard Elementary
John Dale, principal
1650 Altura Ave.
Aurora, Colo. 80010

CHERRY CREEK PUBLIC SCHOOLS
Dr. Edward C. Pino, Supt.

Greenwood
Richard J. Morton, principal
5550 South Holly St.
Littleton, Colo. 80121

Holly Ridge Elementary School
Mrs. Louise Corwin, principal
3301 South Monaco Parkway
Denver, Colo. 80222

CLEAR CREEK PUBLIC SCHOOLS
Robert Metzler, Supt.

Georgetown-Empire Elementary
Earl Kennedy, Director of Learning
Georgetown, Colo. 80444

Idaho Springs Elementary
Earl Kennedy, Director of Learning
Idaho Springs, Colo. 80452

DENVER PUBLIC SCHOOLS
Howard L. Johnson, Supt.

Cheltenham Elementary School
Mrs. Virginia O. Hansen, principal
150 Julian St.
Denver, Colo. 80204

Ebert Elementary School
Jack G. Hook, principal
410 23rd St.
Denver, Colo. 80205

ARCHDIOCESE OF DENVER SCHOOLS
Msgr. William Jones, Supt.

Guardian Angels' School
Miss Rose Marie Fearn, principal
1843 West 52nd Ave.
Denver, Colo. 80221

DURANGO PUBLIC SCHOOLS
Dr. Edward L. Jutzleb, Supt.

Park Elementary School
Norman E. Higgs, principal
P.O. Box 181
Durango, Colo. 81301

Riverview Elementary School
John S. Wegher, principal
P.O. Box 181
Durango, Colo. 81301

ENGLEWOOD PUBLIC SCHOOLS
Donald Harpe, Supt.

Maddox Elementary School
Arthur E. Harding, principal
700 West Mansfield Ave.
Englewood, Colo. 80110

HARRISON PUBLIC SCHOOLS
Wayne Bricker, Supt.

Pikes Peak Elementary School
Larry K. Faubion, principal
1520 Verde Drive
Colorado Springs, Colo. 80910

JEFFERSON COUNTY PUBLIC SCHOOLS
Dr. Alton W. Cowan, Supt.

Bear Creek Elementary
Wilbur N. Thompson, principal
3125 South Kipling St.
Morrison, Colo. 80465

Bergen Elementary
Lawrence Schrader, principal
R.R. 1—Box 352
Evergreen, Colo. 80439

Green Gables Elementary
Charles E. Teal, principal
8701 West Woodard Drive
Lakewood, Colo. 80226

Green Mountain Elementary
William Boland, principal
12250 West Kentucky Drive
Lakewood, Colo. 80228

Juchem Elementary School
Robert A. Morton, principal
9955 Yukon St.
Broomfield, Colo. 80020

Normandy Elementary School
Elmer L. Richers, principal
6750 South Kendall Blvd.
Littleton, Colo. 80123

LA VETA PUBLIC SCHOOLS
Eugene J. Coburn, Supt.

La Veta Elementary School
Donald Johnson, principal
P.O. Box 85
La Veta, Colo. 81055

PARK COUNTY PUBLIC SCHOOLS NO. 1
Frank Maher, Supt.

Platte Canyon Elementary
Rodney L. Pekarek, principal
Box 158
Bailey, Colo. 80421

POUDRE PUBLIC SCHOOLS
Don Webber, Supt.

Laurel Elementary School
B. Keith Johnson, principal
330 East Laurel St.
Fort Collins, Colo. 80521

Riffenburgh Elementary School
Robert D. Asmus, principal
1320 East Stuart St.
Fort Collins, Colo. 80521

PUEBLO CITY SCHOOLS
Dr. Lee Williamson, Supt.

Fountain Elementary
Myron Roberts, principal
6th and Fountain Sts.
Pueblo, Colo. 81001

Charles Goodnight Elementary
Dick Elm, principal
4701 Sage St.
Pueblo, Colo. 81005

Olga A. Hellbeck Elementary
Mrs. Marion A. Chanick, principal
3400 Lakeview St.
Pueblo, Colo. 81005

Irving Elementary School
Edward Lane, principal
21st and Halleck Sts.
Pueblo, Colo. 81003

Jefferson Elementary School
Stephen Hiza, principal
Prairie and Thatcher Aves.
Pueblo, Colo. 81005

PUEBLO COUNTY SCHOOLS
Harry A. Allen, Supt.

Avondale Elementary School
Dr. C. Thomas Pollard, principal
P.O. Box 247
Avondale, Colo. 81022

Vineland Elementary School
Donald Gaylord, principal
Route 1—Box 444
Pueblo, Colo. 81004

ROCKY FORD PUBLIC SCHOOLS
Leo F. Davey, Supt.

Liberty Elementary School
Ronald Fink, principal
P.O. Box 311
Rocky Ford, Colo. 81067

Washington Primary School
Mrs. Barbara Evans, principal
Box 311
Rocky Ford, Colo, 81067

SOUTH ROUTT PUBLIC SCHOOLS
William L. Meek, Supt.

South Routt Elementary
Oliver Phillips, principal
Box 97
Yampa, Colo. 80483

THOMPSON PUBLIC SCHOOLS
Dr. Claude Stansberry, Supt.

Big Thompson Elementary
Mansel Worden, principal
Star Route Box 400
Loveland, Colo. 80537

WALSENBURG PAROCHIAL SCHOOLS
Rev. Maurice Gallagher, Supt.

St. Mary's
Sister Naomi Rosenberger, principal
Seventh and Russell Sts.
Walsenburg, Colo. 81089

WELD COUNTY PUBLIC SCHOOLS
Dr. Kenneth Ripple, Supt.

Arlington Elementary
Mrs. Winifred Gettman, principal
9th Ave.—23rd St.
Greeley, Colo. 80631

Brentwood Elementary
Larry D. Charles, principal
26th and 25th Aves.
Greeley, Colo. 80631

Cameron Elementary
Mrs. Catherine Rife, principal
1424 13th Ave.
Greeley, Colo. 80631

Chappelow East Elementary
Paul Rutherford, principal
9th and Golden Sts.
P.O. Box 9
Evans, Colo. 80620

Chappelow West Elementary
Paul Rutherford, principal
9th St. and 11th Ave.
Evans, Colo. 80620

WELD COUNTY REORGANIZED SCHOOL DISTRICT RE-1
Art Watson, Supt.

Platteville Elementary
Frank Sass, principal
P.O. Box 427
Platteville, Colo. 80651

Scott Elementary
Dr. Cecil A. Matthews, principal
29th Ave. and 13th St.
Greeley, Colo. 80631

WIDEFIELD PUBLIC SCHOOLS
Dr. E. L. Clemmer, Supt.

South Security Elementary
James F. Bolin, principal
405 Willis Drive
Security, Colo. 80911

CONNECTICUT

AVON PUBLIC SCHOOLS
Dr. Herbert F. Pandiscio, Supt.

Towpath Elementary
Paul G. Gionfriddo, principal
50 Simsbury Road
Avon, Conn. 06001

BLOOMFIELD PUBLIC SCHOOLS
Dr. Herbert Chester, Supt.

Bloomfield Middle School
Harold E. Anderson, principal
390 Park Ave.
Bloomfield, Conn. 06002

Laurel School
Stanley J. Wlodkowski, principal
1 Filley St.
Bloomfield, Conn. 06002

Metacomet School
John E. Seidell, principal
185 School St.
Bloomfield, Conn. 06002

Joseph P. Vincent
Nicholas D. Scapellati, principal
Turkey Hill Road
Bloomfield, Conn. 06002

Wintonbury School
Joseph Prose, principal
1133 Blue Hills Ave.
Bloomfield, Conn. 06002

EAST GRANBY PUBLIC SCHOOLS
Laroy Brown, Supt.

R. D. Seymour School
James J. Johnson, principal
Hartford Ave.
East Granby, Conn. 06026

EAST HARTFORD PUBLIC SCHOOLS
Dr. Eugene Diggs, Supt.

G. E. Slye School
Raymond F. Brown, principal
Kingston Drive
East Hartford, Conn. 06108

Woodland School
Ms. Emma H. Civittolo, principal
110 Long Hill Drive
East Hartford, Conn. 06108

EAST WINDSOR PUBLIC SCHOOLS
Dr. Leo E. Garrepy, Supt.

Warehouse Point School
Alfred F. Sancho, principal
School Street
Warehouse Point, Conn. 06088

FARMINGTON PUBLIC SCHOOLS
John McDonough, Supt.

Union School
John E. Keaveny, principal
School St.
Unionville, Conn. 06085

GLASTONBURY PUBLIC SCHOOLS

Naubuc School
Kenneth Bilodeau, principal
Glastonbury, Conn. 06033

GRANBY PUBLIC SCHOOLS
Pasquale E. Starble, Supt.

Frank M. Kearns School
John Snelgrove, Jr., principal
5 Canton Road
Granby, Conn. 06035

MANCHESTER PUBLIC SCHOOLS
Dr. Donald Hennigan, Supt.

Manchester Green School
Isidor Wolf, principal
549 East Middle Turnpike
Manchester, Conn. 06040

Nathan Hale Elementary
Louis D. Saloom, principal
160 Spruce St.
Manchester, Conn. 06040

PLAINVILLE PUBLIC SCHOOLS
Henry L. Bremner, Supt.

Linden Street School
Dino W. Esposti, principal
69 Linden St.
Plainville, Conn. 06062

ROCKY HILL PUBLIC SCHOOLS
Dr. Gar Fairbanks, Supt.

Myrtle H. Stevens School
Anthony A. Morganti, principal
322 Orchard St.
Rocky Hill, Conn. 06067

West Hill School
Louis Giantris, principal
Cronin Drive
Rocky Hill, Conn. 06067

SIMSBURY PUBLIC SCHOOLS
Robert Lindauer, Supt.

Horace Belden School
Russell G. Butterworth, principal
933 Hopmeadow St.
Simsbury, Conn. 06070

SOUTHINGTON PUBLIC SCHOOLS
Dr. Joseph Robitaille, Supt.

West Ridge School
Joseph J. Homicki, principal
Ridgewood Road
Southington, Conn. 06489

WETHERSFIELD PUBLIC SCHOOLS
Dr. Otto Hufziger, Supt.

Emerson-Williams School
Robert V. McCarthy, principal
Wells Road
Wethersfield, Conn. 06109

WINDSOR PUBLIC SCHOOLS
Paul J. Sorbo, Jr., Supt.

Clover Street School
Arthur W. Beckius, principal
57 Clover St.
Windsor, Conn. 06095

Deerfield School
Neil R. Osborne, principal
70 Colton St.

Windsor, Conn. 06095
Oliver Ellsworth School
John Proctor, principal
Windsor, Conn. 06095

ILLINOIS

BOND COUNTY COMMUNITY UNIT #?
William Nelson, Supt.

Greenville Elementary School
Jim Kessinger, principal
800 North Dewey St.
Greenville, Ill. 62246

CLINTON COMMUNITY SCHOOLS #15
William A. McNealy, Supt.

Lincoln Elementary School
Joel Hart, principal
407 South Jackson St.
Clinton, Ill. 61727

CRYSTAL LAKE SCHOOLS #47
Corbyn Hamby, Supt.

Canterbury Elementary
Lloyd Mueller, principal
875 Canterbury Drive
Crystal Lake, Ill. 60014

Coventry Elementary
Martin W. Anderson, principal
820 Darlington Lane
Crystal Lake, Ill. 60014

DIVERNON COMMUNITY SCHOOLS #13
George Pintar, Supt.

Divernon Elementary
Donald Ornellas, principal
P.O. Box B
Divernon, Ill. 62530

DOWNERS GROVE PUBLIC SCHOOLS #58
Glenn Pickrel, Supt.

Belle Aire School
Ronald Hale, principal
3935 Belle Aire Lane
Downers Grove, Ill. 60515

El Sierra School
Vernon Langley, principal
6835 Fairmount St.
Downers Grove, Ill. 60515

EDWARDSVILLE PUBLIC SCHOOLS #7
A. Gordon Dods, Supt.

N. O. Nelson School
Edward G. Kmies, principal
1225 West High St.
Edwardsville, Ill. 62025

EVANSTON PUBLIC SCHOOLS #65
Gregory C. Coffin, Supt.

Oakton School
David Sohn, principal
Oakton and Ridge Sts.
Evanston, Ill. 60201

EVERGREEN PARK PUBLIC SCHOOLS #124
Robert C. Wall, Supt.

Northeast Elementary School
Darrel Trotter, principal
91st and California Ave.
Evergreen Park, Ill. 60642

Northwest Elementary School
Ms. Mary Margaret Moore, principal
92nd and Millard Ave.
Evergreen Park, Ill. 60642

Southeast Elementary School
Gerhardt Engelmann, principal
98th and Francisco Ave.
Evergreen Park, Ill. 60642

Southwest Elementary School
Phillip Pemberton, principal
99th and Central Park
Evergreen Park, Ill. 60642

ITASCA PUBLIC SCHOOLS #10
Arnold Rusche, Supt.

Elmer H. Franzen Elementary
Claude Drase, principal
730 North Catalpa St.
Itasca, Ill. 60143

Washington School
C. William Wareham, principal
301 East Washington St.
Itasca, Ill. 60143

JACKSONVILLE PUBLIC SCHOOLS #117
Dr. Clifford W. Crone, Supt.

Dwight D. Eisenhower Elementary
Harry D. Emrick, principal
1801 West Lafayette Ave.
Jacksonville, Ill. 62650

LINCOLNWOOD PUBLIC SCHOOLS #74
Dr. Marvin O'Garlich, Supt.

Rutledge Hall
Dr. John Beckwith, principal
6950 East Prairie Road
Lincolnwood, Ill. 60645

LOMBARD PUBLIC SCHOOLS #44
Robert Chelseth, Supt.

Peter Hoy Elementary School
Robert Burckle, principal
820 South Finley Road
Lombard, Ill. 60148

MARISSA PUBLIC SCHOOLS #40
LeRoy Trost, Supt.

Marissa Elementary School
Marion E. Webb, principal
East Fulton St.
Marissa, Ill. 62257

MARKHAM COMMUNITY SCHOOL DISTRICT #144
Harold Tompkins, Supt.

Pottawatomie (Chateaux)
Kenneth Hoffman, principal
171st and Holmes Ave.
Hazel Crest, Ill. 60429

MEDINAH PUBLIC SCHOOLS
Orval Trail, Supt.

South Elementary School
Dr. G. W. Bowman, principal
22 West—300 Sunnyside St.
Medinah, Ill. 60157

MOLINE PUBLIC SCHOOLS #40
Dr. Theodore F. Rockafellow, Supt.

Katherine Butterworth
Douglas Lewis, principal
4205 48th St.
Moline, Ill. 61265

Ericsson School
Frank DeRocker, principal
335 Fifth Ave.
Moline, Ill. 61265

Grant School
Ben N. McAdams, principal
2430 Sixth Ave.
Moline, Ill. 61265

Lincoln-Irving School
Richard Larson, principal
1015 16th Ave.
Moline, Ill. 61265

Horace Mann
Richard Steelman, principal
R.R. #1
Box 115
Moline, Ill. 61265

MT. MORRIS PUBLIC SCHOOLS #261
David Turner, Supt.

Mt. Morris School
Ms. Stella Baker, principal
401 South Fletcher St.
Mt. Morris, Ill. 61054

MUNDELEIN PUBLIC SCHOOLS #75
Lyle Klitzkie, Supt.

Jefferson Elementary
Frank Miraglio, principal
330 North California Ave.
Mundelein, Ill. 60060

Lincoln Elementary
John P. Schockmel, principal
200 West Maple St.
Mundelein, Ill. 60060

Mechanics Grove School
E. C. Bonhivert, principal
1200 Midlothian Blvd.
Mundelein, Ill. 60060

Carl Sandburg Jr. High
A. D. Stealy, principal
855 West Hawley St.
Mundelein, Ill. 60060

Washington Elementary School
Jack Murrell, principal
122 South Garfield Ave.
Mundelein, Ill. 60060

O'FALLON COMMUNITY SCHOOLS #90
Harold J. Landwehrmier, Supt.

Estelle Kampmeyer School
James N. Rogers, principal
707 North Smiley St.
O'Fallon, Ill. 62269

OREGON COMMUNITY SCHOOLS #220
William Urbanek, Supt.

Nash Elementary
Mrs. Robert Day, principal
5th and Madison Sts.
Oregon, Ill. 61061

POPE COUNTY SCHOOLS #1
Ray Evans, Supt.

Golconda Grade School
Golconda, Ill. 62938

QUINCY PUBLIC SCHOOLS #172
William G. Alberts, Supt.

Lincoln School
Donald McKinley, principal
48th and Main Sts.
Quincy, Ill. 62301

ROANOKE-BENSON PUBLIC SCHOOLS #60
Frank Crawford, Supt.

Roanoke Grade School
Robert C. Lillie, principal
408 West Broad St.
Roanoke, Ill. 61561

SCHAUMBURG-ROSELLE SCHOOLS #54
Wayne E. Schaible, Supt.

Hanover Highlands School
Robert J. Summerfield, principal
1451 Cypress Ave.
Hanover Park, Ill. 60172

TINLEY PARK PUBLIC SCHOOLS #146
Walter F. Fierke, Supt.

W. F. Fierke Education Center
E. Thomas, principal
17248 67th Ave.
c/o Central Jr. H.S.
Tinley Park, Ill. 60477

TROY COMMUNITY SCHOOLS #30
Don D. Bacon, Supt.

Troy-Cronin Multiunit Center
Ronald Ludeman, principal
Route 59 and Black Road
Joliet, Ill. 60435

UNION RIDGE PUBLIC SCHOOLS #86
Karl O. Grandt, Supt.

Union Ridge School
Karl O. Grandt, principal
4600 North Oak Park Ave.
Harwood Heights, Ill. 60656

WATERLOO COMMUNITY SCHOOLS #5
Merill Moore, Supt.

W. J. Zahnow Elementary
William Reeves, principal
301 Hamacher St.
Waterloo, Ill. 62298

WEST CHICAGO PUBLIC SCHOOLS #33
Jerald Saimon, Supt.

Pioneer School
Douglas Weeder, principal
615 Kenwood St.
West Chicago, Ill. 60185

WESTERN ILLINOIS UNIVERSITY
LABORATORY SCHOOL
L. Donald Hahn, Supt.

Western Laboratory School
L. Donald Hahn, principal
Western Illinois University
Macomb, Ill. 61455

WOODLAND COMMUNITY SCHOOLS #50
Arden Luce, Supt.

Woodland Elementary School
John Mason, principal
1700 Gages Lake Road
Gages Lake, Ill. 60030

INDIANA

GARY PUBLIC SCHOOLS
Dr. Gordon McAndrew, Supt.

Beveridge School
Edward Court, principal
1234 Cleveland St.
Gary, Ind. 46402

Marquette School
Max Lynch, principal
6401 Hemlock St.
Gary, Ind. 46402

Riley Elementary School
Alfred S. Govorchin, principal
1301 East 43rd St.
Gary, Ind. 46409

INDIANAPOLIS PUBLIC SCHOOLS
Dr. Stanley Campbell, Supt.

Arlington Wood School
Mrs. Mary A. Carpenter, principal
5801 East 30th St.
Indianapolis, Ind. 46218

Audubon School
Mrs. Martha Ann Bradley, principal
2050 Winter Ave.
Indianapolis, Ind. 46218

Raymond Brandeis School
William F. Wilson, principal
4065 Asbury St.
Indianapolis, Ind. 46227

George Washington Carver School
Ms. Mary K. Owsley, principal
2411 Indianapolis Ave.
Indianapolis, Ind. 46208

Charity Dye School
J. Hayes, principal
545 East 19th St.
Indianapolis, Ind. 46202

Flackville School
Gordon E. Harker, principal
2930 Lafayette Road
Indianapolis, Ind. 46222

Calvin Fletcher School
Paul K. Smith, principal
520 Virginia Ave.
Indianapolis, Ind. 46203

Robert Frost School
Mrs. Wilma D. Brown, principal
5301 Roxbury Road
Indianapolis, Ind. 46226

Hazel Hart Hendricks School
Mrs. Betty Chesley, principal
2605 East 25th St.
Indianapolis, Ind. 46218

John Hope School
Dan Langell, principal
1301 East 16th St.
Indianapolis, Ind. 46202

Jonathan Jenning School
Willard J. Powell, principal
6150 Gateway Drive
Indianapolis, Ind. 46254

Susan Roll Leach School
Ms. Thelma Thompson, principal
2107 North Riley St.
Indianapolis, Ind. 46218

Henry Wadsworth Longfellow School
Wayne Fairburn, principal
501 Laurel St.
Indianapolis, Ind. 46203

James Russell Lowell School
Ms. Eula T. Warfield, principal
2301 North Olney St.
Indianapolis, Ind. 46218

John McCormick School
Mrs. Madeline Sweatman, principal
40 North Miley St.
Indianapolis, Ind. 46222

Dewitt Morgan School
Orville W. Rees, Jr., principal
200 West 49th St.
Indianapolis, Ind. 46208

Perry Morton School
Ms. Estelle R. Relford, principal
2101 College Ave.
Indianapolis, Ind. 46205

Francis W. Parker School
Benjamin Johnson, principal
2353 Columbia St.
Indianapolis, Ind. 46205

School #113
Theodore R. Cox, principal
4352 North Mitthoefer St.
Indianapolis, Ind. 46236

Eleanor Skillen School
Joseph A. O'Nan, principal
1410 East Wade St.
Indianapolis, Ind. 46203

MASSACHUSETTS

BYAM PUBLIC SCHOOLS

Byam School
Daniel F. Horgon, principal
Maple Road
Chelmsford, Mass. 01824

CHELMSFORD PUBLIC SCHOOLS

Harrington School
Mrs. Evelyn Desmarais
Richardson Road
Chelmsford, Mass. 01824

FITCHBURG PUBLIC SCHOOLS

McKay Campus School
Dr. Robert Lee, principal
Fitchburg State College
Fitchburg, Mass. 01460

LAWRENCE PUBLIC SCHOOLS

Storrow School
Mrs. Catherine Rivet, principal
60 Pleasant St.
Lawrence, Mass. 01841

LITTLETON PUBLIC SCHOOLS

Shattuck Street School
Arthur Covell, principal
Littleton, Mass. 01460

METHUEN PUBLIC SCHOOLS

Howe School
Mrs. Margaret Ryan, principal
11 Hempstead St.
Methuen, Mass. 01844

Marsh School
Mrs. Dorothy Zing, principal
311 Pelham St.
Methuen, Mass. 01844

TEWKSBURY PUBLIC SCHOOLS

Heathbrook School
Nicholas Andronikos, principal
Shawsheen St.
Tewksbury, Mass. 01876

TYNGSBORO PUBLIC SCHOOLS

Winslow School
Donald Brightman, principal
Middlesex St.
Tyngsboro, Mass. 01879

WESTFORD PUBLIC SCHOOLS

Valley View School
John Allen, principal
Robinson and Concord Roads
Westford, Mass. 01886

WILMINGTON PUBLIC SCHOOLS

Shawsheen School
Mrs. Joanne Myers, principal
Shawsheen St.
Wilmington, Mass. 01887

South School
John Coyle, principal
Woburn St.
Wilmington, Mass. 01887

Woburn Street School
John Crisafulli, principal
Wilmington, Mass. 01887

MINNESOTA

ALEXANDRIA PUBLIC SCHOOLS #206
Arthur O. Hafdal, Supt.

Garfield Elementary
David Strand, principal
Garfield, Minn. 56332

ATWATER PUBLIC SCHOOLS #341
Erling Kolke, Supt.

Atwater Elementary
Paul Olberg, principal
Atwater, Minn. 56209

BEMIDJI STATE COLLEGE

Bemidji State College Lab School
Gerald E. Nelson, principal
Bemidji, Minn. 56601

BOYD PUBLIC SCHOOLS

Boyd Elementary
Roy C. Roseth, principal
Boyd, Minn. 56218

BROOTEN PUBLIC SCHOOLS
Victor Clark, Supt.

Brooten Elementary
Vern S. Hagen, principal
Brooten, Minn. 56316

BUFFALO LAKE PUBLIC SCHOOLS #647
M. O. Dokken, Supt.

Buffalo Lake Elementary
Roger C. Lee, principal
Buffalo Lake, Minn. 55314

CENTENNIAL PUBLIC SCHOOLS #12
M. R. Hankerson, Supt.

Golden Lake Elementary
Richard J. Larson, principal
West Golden Lake Road
Circle Pines, Minn. 55014

DAWSON PUBLIC SCHOOLS
R. B. Clay, Supt.

Dawson Elementary
C. L. Olson, principal
Dawson, Minn. 56232

GRANITE FALLS PUBLIC SCHOOLS #894
Milton H. Lindback, Supt.

Granite Falls Elementary
Bert M. Raney, principal
700 5th St.
Granite Falls, Minn. 56241

HIBBING PUBLIC SCHOOLS #701
Edward Eggers, Supt.

Washington Elementary
Miss Nathalie Erspamer, principal
21st St. and 12th Ave.
Hibbing, Minn. 55746

MADISON PUBLIC SCHOOLS #377
E. Palmer Rockswold, Supt.

Madison Elementary School
R. Paul Jette, principal
316 4th St.
Madison, Minn. 56256

MONTEVIDEO PUBLIC SCHOOLS #129
Ralph B. Norland, Supt.

Sanford Elementary
Lloyd J. Olesen, principal
Montevideo, Minn. 56265

MOUNDS VIEW PUBLIC SCHOOLS #621
Dr. Sanford Witter, Supt.

Lake Johanna Elementary
James H. Petersen, principal
3120 Lake Johanna Blvd.
St. Paul, Minn. 55112

New Brighton Elementary
Lawrence A. Eickhoff, principal
701 8th Ave. N.W.
New Brighton, Minn. 55112

Ralph R. Reeder School
Arlyn D. Gunderman, principal
2800 North Arona St.
St. Paul, Minn. 55113

PIPESTONE PUBLIC SCHOOLS #583
T. B. Banard, Supt.

Dolson Hill Elementary
Ken Stanek, principal
6th Ave. S.W.
Pipestone, Minn. 56164

RICHFIELD PUBLIC SCHOOLS
Carlton Lytle, Supt.

Portland Elementary School
Donald Buckman, principal
7201 4th Ave. South
Richfield, Minn. 55423

ROSEVILLE AREA SCHOOLS
Dr. Lloyd C. Nielsen, Supt.

Central Park Elementary
Harold M. Davis, principal
535 West County Road B-2
Roseville, Minn. 55113

ST. ANTHONY VILLAGE SCHOOLS #282
Dr. Leland Renz, Supt.

Silver Oak Elementary
David K. Abrahamson, principal
350 Oakwood Drive
New Brighton, Minn. 55112

WACONIA PUBLIC SCHOOLS #110
R. G. Rygh, Supt.

Southview Elementary School
James J. Kovaleski, principal
4th and Maple Sts.
Waconia, Minn. 55387

WHITE BEAR LAKE PUBLIC SCHOOLS
E. M. Thomsen, Supt.

Birch Lake School
Dr. W. D. Tismer, principal
2260 Birch Lake Ave.
White Bear Lake, Minn. 55110

WILLMAR PUBLIC SCHOOLS #347
Lowell H. Melbye, Supt.

Jefferson Elementary School
Alton J. Boonstra, principal
1202 Monongalia Ave.
Willmar, Minn. 56201

WORTHINGTON PUBLIC SCHOOLS #518
S. L. Held, Supt.

Reading Elementary School
John C. Johnson, principal
Box 48
Reading, Minn. 56165

NEBRASKA

LINCOLN PUBLIC SCHOOLS
John Prasch, Supt.

Eastridge Elementary School
Miss Inez Baker, principal
6245 L St.
Lincoln, Neb. 68516

Hawthorne School
Ms. Ruthelen Sittler, principal
300 South 48th St.
Lincoln, Neb. 68510

Holmes Elementary School
Ms. Ruth I. Eickman, principal
52nd and Sumner Sts.
Lincoln, Neb. 68506

Lake View Elementary
Dan Navratil, principal
300 Capitol Beach Blvd.
Lincoln, Neb. 68528

Pershing School
Vern Martin, principal
6402 Judson St.
Lincoln, Neb. 68507

Prescott Elementary
Bernard Nutt, principal
2024 South 20th St.
Lincoln, Neb. 68502

Randolph Elementary
Marlan Kaufman, principal
1024 South 37th St.
Lincoln, Neb. 68510

Maude Rousseau School
Mrs. Frances Enevoldsen, principal
3701 South 33rd St.
Lincoln, Neb. 68506

West Lincoln School
Dan Conway, principal
630 West Dawes St.
Lincoln, Neb. 68521

OMAHA PUBLIC SCHOOLS

Oakdale School
Dennis C. Hansen, principal
98th and Center Sts.
Omaha, Neb. 68114

NEW JERSEY

CAMDEN PUBLIC SCHOOLS
Dr. Charles Smerin, Supt.

Yorkship Elementary School
Mrs. T. Sternberg, principal
Collings Road
Camden, N.J. 08101

CHATHAM BOROUGH PUBLIC SCHOOLS
Dr. James S. Collins, Supt.

Washington Avenue School
Arthur Ebeling, principal
Washington Ave.
Chatham, N.J. 07928

CHATHAM TOWNSHIP PUBLIC SCHOOLS
Ellwood B. Jacoby, Supt.

Southern Boulevard Elementary
Miss Bernadette A. Jernick, principal
192 Southern Boulevard
Chatham, N.J. 07928

CALDWELL-WEST CALDWELL PUBLIC SCHOOLS
Eugene J. Bradford, Supt.

Lincoln Elementary
Miss Helen Galloway, principal
Crane St.
Caldwell, N.J. 07006

DOVER PUBLIC SCHOOLS
Frank Poulos, Supt.

Academy Street School
John Duffy, principal
Academy St.
Dover, N.J. 07801

EAST ORANGE PUBLIC SCHOOLS
Dr. Russell A. Jackson, Jr., Supt.

The Nassau School
Melvin Sanders, principal
330 Central Ave.
East Orange, N.J. 07017

GLEN RIDGE PUBLIC SCHOOLS
James F. Gray, Supt.

Linden Avenue School
Mrs. Evelen Jan-Tausch, principal
Linden Ave.
Glen Ridge, N.J. 07028

HIGHLAND PARK PUBLIC SCHOOLS
Roy D. Loux, Supt.

Irving School
Ronald Erikson, principal
South Eleventh Ave.
Highland Park, N.J. 08904

LAVALLETTE PUBLIC SCHOOLS
Russell O. Brackman, Pres.

Lavallette Elementary
Dr. Mahlon Merk, principal
Brooklyn Ave.
Lavallette, N.J. 08735

LIVINGSTON PUBLIC SCHOOLS
Julius C. Bernstein, Supt.

Callins School
Leonard Bernstein, principal
67 Martin Road
Livingston, N.J. 07039

MADISON TOWNSHIP PUBLIC SCHOOLS
Patrick Torre, Supt.

Cheesequake School
Mrs. Nancy Mannings, principal
Highway 34
Matawan, N.J. 07747

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS
Bernhardt Schneider, Supt.

Fairview Elementary
Robert Smith, principal
Cooper Road
Red Bank, N.J. 07701

NEWTON PUBLIC SCHOOLS
Dr. David Adler, Supt.

Merriam Avenue School
Harry Selover, principal
Merriam Ave.
Newton, N.J. 07860

NORTH BRUNSWICK TOWNSHIP PUBLIC SCHOOLS
James J. Clancy, Supt.

Maple Mead School
Harvey Velmick, principal
Route 130
North Brunswick, N.J. 08902

PATERSON PUBLIC SCHOOLS
Dr. Michael Gioia, Supt.

Public School #27
Mrs. Anne T. Carrera, principal
Richmond, Berkshire & Chatham Aves.
Paterson, N.J. 07505

PLEASANTVILLE PUBLIC SCHOOLS
Robert Wendland, Supt.

South Main Street School
John Garrity, principal
South Main St.
Pleasantville, N.J. 08232

POMPTON LAKE PUBLIC SCHOOL
Enrico J. Cipolaro, Supt.

Lincoln School
Christian Stager, principal
Mill St.
Pompton Lake, N.J. 07442

RED BANK PUBLIC SCHOOLS
Dr. Robert Hoops, Supt.

The Red Bank Primary School
Vincent Finelli, principal
River St.
Red Bank, N.J. 07701

RIVER EDGE PUBLIC SCHOOLS
Dr. John Levigne, Supt.

Holly M. Davis Elementary
John Choka, principal
Cole Court
River Edge, N.J. 07661

SECAUCUS PUBLIC SCHOOLS
Arthur F. Couch, Supt.

Claredon School
Miss Rita Kock, principal
685 Fifth St.
Secaucus, N.J. 07094

TRENTON PUBLIC SCHOOLS
Dr. Ercell I. Watson, Supt.

Wilson School
Joseph Cordery, principal
Girard Ave.
Trenton, N.J. 08611

VENTNOR CITY PUBLIC SCHOOLS
Chester Ogden, Supt.

Ventnor Middle School
Mrs. Margaret S. DiMatteo, principal
Ventnor City, N.J. 08406

VINELAND PUBLIC SCHOOLS
Dr. Anthony Catrambone, Supt.

Winslow School
John Richards, principal
Magnolia Ave.
Vineland, N.J. 08360

WAYNE TOWNSHIP PUBLIC SCHOOLS
David H. O'Grady, Supt.

Packanack School
Richard York, principal
190 Oakwood Drive
Wayne, N.J. 07470

WHARTON BOROUGH PUBLIC SCHOOLS
Thomas C. O'Rourke, Supt.

Wharton Public School
Francis DeBell, principal
East Central Ave.
Wharton, N.J. 07885

NEW YORK

CASSADAGA VALLEY CENTRAL SCHOOLS
Samuel S. Danton, Supt.

Cassadaga Elementary
Wendell Crabtree, principal
175 Maple Ave.
Cassadaga, N.Y. 14718

Gerry Elementary
Elmer Horey, principal
Gerry, N.Y. 14740

Sinclairville Elementary
Elmer Horey, principal
Sinclairville, N.Y. 14782

Stockton Elementary
Wendell Crabtree, principal
Stockton, N.Y. 14784

FALCONER CENTRAL SCHOOLS
James H. Gassman, Supt.

Ellington Elementary
Rudolf Donn, principal
Ellington, N.Y. 14701

Harvey C. Fenner Elementary
Herbert I. F. Carlson, principal
Falconer, N.Y. 14733

North Side School
Mrs. Lucy Mula, principal
North Work St.
Falconer, N.Y. 14733

South Side School
Richard Pond, principal
South Work St.
Falconer, N.Y. 14733

Temple Elementary Building
Donald S. Lazarony, principal
Grubb Hill Road
Kennedy, N.Y. 14747

NIAGARA FALLS SCHOOLS
Henry J. Kalfas, Supt.

Pacific Avenue School
Wilfred L. Young, principal
7116 Buffalo Ave.
Niagara Falls, N.Y. 14302

SOUTHWESTERN CENTRAL SCHOOLS
Dr. Philip C. Frost, Supt.

Glidden Elementary
Ms. Lois Hough, principal
7 Glidden Ave., W.D.
West Ellicott, N.Y. 14701

WILLIAMSVILLE CENTRAL SCHOOLS
Dr. William E. Keller, Supt.

Maple West Elementary
Anthony E. Link, principal
851 Maple Road
Williamsville, N.Y. 14221

OHIO

BOARDMAN LOCAL SCHOOLS
Grant F. Kibbel, Supt.

Market Street School
Harold E. Cullar, principal
5555 Market St.
Boardman, Ohio 44512

CENTERVILLE CITY SCHOOLS
Dr. Donald Overly, Supt.

Normandy Elementary
Robert Savage, principal
401 Normandy Ridge Road
Dayton, Ohio 45459

C. L. Stingley Multiunit Elementary
James M. Schrote, principal
95 Linden Drive
Centerville, Ohio 45459

Village South Elementary
Mrs. Jean N. Vesper, principal
6450 Marshall Road
Centerville, Ohio 45459

LIBERTY LOCAL SCHOOLS
H. M. Wilds, Supt.

William S. Guy School
William R. Dunmire, principal
4115 Shady Road
Youngstown, Ohio 44505

MISSISSINAWA VALLEY PUBLIC SCHOOLS
Douglas Reeves, Supt.

East Side School
Dr. Joseph B. Carnot, principal
116 Sycamore St.
Union City, Ohio 47390

OREGON PUBLIC SCHOOLS
Victor C. Wood, Supt.

Starr Elementary School
Don Bennett, principal
3230 Starr Ave.
Oregon, Ohio 43616

TOLEDO PUBLIC SCHOOLS
Frank Dick, Supt.

Glendale School
Philip Schneider, principal
4746 Glendale Ave.
Toledo, Ohio 43614

Martin Luther King School
Al Mackie, principal
1415 Lawrence Ave.
Toledo, Ohio 43607

Old Orchard School
Bruce Kuntz, principal
2402 Cheltenham Road
Toledo, Ohio 43606

Walbridge School
Ms. Patricia A. Kennedy, principal
1245 Walbridge Ave.
Toledo, Ohio 43609

Washington School
Alvin Stephens, principal
514 Palmwood St.
Toledo, Ohio 43602

WARREN PUBLIC SCHOOLS
Dr. Richard A. Boyd, Supt.

McKinley School
Albert R. Rich, principal
1321 Elm Road, N.E.
Warren, Ohio 44483

XENIA PUBLIC SCHOOLS
William M. West, Supt.

Cox Elementary
John C. Balmer, principal
506 Dayton Ave.
Xenia, Ohio 45385

Simon Kenton Elementary
Armic Adams, principal
1087 West Second St.
Xenia, Ohio 45385

McKinley Elementary
Richard W. Bennett, principal
228 West Market St.
Xenia, Ohio 45385

Spring Valley School
Wilgus J. Napier, principal
Spring Valley-Paintersville Road
Spring Valley, Ohio 45370

YELLOW SPRINGS EXEMPTED VILLAGE SCHOOLS
Lloyd Benham, Supt.

Mills Lawn Elementary
Mrs. Alice Flowers, principal
200 Walnut St.
Yellow Springs, Ohio 45387

YOUNGSTOWN DIOCESE SCHOOLS
Msgr. William Hughes, Supt.

Immaculate Conception School
Sister Teresa Winsen, principal
810 Oak St.
Youngstown, Ohio 44506

YOUNGSTOWN PUBLIC SCHOOLS
Dr. Richard Viering, Supt.

Paul C. Bunn School
Samuel A. Loree, principal
1825 Sequoya Drive
Youngstown, Ohio 44514

Sheridan School
Ms. Ruth Bowers, principal
3321 Hudson Ave.
Youngstown, Ohio 44511

SOUTH CAROLINA

ABBEVILLE PUBLIC SCHOOLS
R. H. Gettys, Supt.

Sharon Elementary
J. E. Copeland, principal
Route 3
Abbeville, S.C. 29620

AIKEN COUNTY SCHOOLS
Dr. G. T. Myers, Supt.

East Aiken Elementary
Kenneth V. Willis, principal
Old Wagener Road
Aiken, S.C. 29801

Ridge Spring-Monetta School
B. Wade Nobles, principal
P.O. Box 386
Ridge Spring, S.C. 29129

BERKELEY COUNTY SCHOOLS
Henry Bonner, Supt.

Berkeley Elementary
James A. Arnold, principal
107 West Main St.
Moncks Corner, S.C. 29461

CHARLESTON COUNTY SCHOOL DISTRICT
Dr. Gordon Garrett, Supt.

Alice Birney Elementary School
Andrew Young, principal
7750 Pinehurst St.
Charleston Heights, S.C. 29405

CHESTER COUNTY SCHOOLS
E. W. Nunnery, Supt.

Lewisville Elementary
Mrs. Jennie K. Kelly, principal
Route 1
Box 120
Edgemoor, S.C. 29712

CHESTERFIELD COUNTY SCHOOLS
Spencer E. Douglas, Supt.

Ruby Elementary
Gary E. Douglas, principal
P.O. Box 7
Ruby, S.C. 29741

COLUMBIA PUBLIC SCHOOLS
Dr. C. E. Kitchens, Supt.

Belvedere Elementary
Miss Virginia Pack, principal
3602 Thurmond St.
Columbia, S.C. 29204

DARLINGTON COUNTY SCHOOL DISTRICT
G. C. Mangum, Supt.

Spring Elementary
Mrs. Alice B. Mangum, principal
Box 498
Darlington, S.C. 29532

GREENVILLE COUNTY SCHOOLS
Dr. J. Floyd Hall, Supt.

Greer Middle School
David J. Vickery, principal
Route 6
Chandler Road
Greer, S.C. 29651

JASPER PUBLIC SCHOOLS
S. E. Bonds, Jr., Supt.

Hardeeville Elementary
Sam P. Massey, principal
P. O. C. 584
Hardeeville, S.C. 29927

KERSHAW COUNTY SCHOOLS
J. C. Walton, Supt.

Camden Elementary
Alexander H. Boykin, principal
Campbell St.
P.O. Box 369
Camden, S.C. 29020

LANCASTER CITY SCHOOLS
Donald L. Crolley, Supt.

McDonald-Green Elementary
Miss Anne R. Nims, principal
Route 7
Lancaster, S.C. 29720

LEXINGTON COUNTY SCHOOLS
W. C. Hawkins, Supt.

Seven Oaks Elementary
Wm. Tim Brown, principal
2800 Ashland Road
Columbia, S.C. 29210

RICHLAND COUNTY SCHOOLS #1
Dr. Claud E. Kitchens, Supt.

Caughman Road Middle School
Clifton L. Harkey, principal
7725 Caughman Road
Columbia, S.C. 29209

John P. Thomas Elementary
James A. Shaw, principal
6001 Weston Ave.
Columbia, S.C. 29203

RICHLAND COUNTY SCHOOLS #2
W. H. Parrish, Supt.

Blythewood Elementary
James H. Hall, Jr., principal
P.O. Box 20
Blythewood, S.C. 29016

Condor Elementary
Charles T. Bright, principal
8161 Brookfield Road
Columbia, S.C. 29206

Lonnie B. Nelson Elementary
Fred W. Rogers, principal
Route 3
Box 266J
Columbia, S.C. 29204

SUMTER PUBLIC SCHOOLS
Dr. L. C. McArthur, Jr., Supt.

Willow Drive Elementary
D. F. Barber, Jr., principal
Willow Drive
Sumter, S.C. 29150

VIRGINIA

FAIRFAX COUNTY SCHOOLS
S. John Davis, Supt.

Franklin Sherman Elementary
Mrs. Irene Lober, principal
6630 Brawner St.
McLean, Va. 22101

WISCONSIN

ALGOMA PUBLIC SCHOOLS
Gerald F. Thielke, Supt.

Algoma Elementary School
Marvin J. Sibilsky, principal
514 Freemont St.
Algoma, Wis. 54201

APPLETON PUBLIC SCHOOLS
Orlyn Zieman, Supt.

Edison Elementary
Miss Charlotte Klemm, principal
412 North Meade St.
Appleton, Wis. 54911

Foster School
William C. Schultz, principal
305 West Foster St.
Appleton, Wis. 54911

Franklin Elementary
Richard D. Goree, principal
2212 North Jarchow St.
Appleton, Wis. 54911

Daniel Huntley Elementary
Richard F. Haas, principal
2224 North Ullman St.
Appleton, Wis. 54911

Johnston Elementary School
Charles Lynch, principal
2525 East Forest St.
Appleton, Wis. 54911

McKinley Elementary School
Thomas R. Loveall, principal
1125 East Taft Ave.
Appleton, Wis. 54911

BARABOO PUBLIC SCHOOLS
Leo Bronkalla, Supt.

Fairfield Center
Kenneth Vertein, principal
R. R. 1
Baraboo, Wis. 53913

Gordon L. Willson School
Robert Kaschel, principal
146 Berkeley Blvd.
Baraboo, Wis. 53913

BLACK RIVER FALLS PUBLIC SCHOOLS
M. C. Schmollenberg, Supt.

Forrest Street Elementary
Philip E. Meyer, principal
Forrest St.
Black River Falls, Wis. 54615

BRODHEAD PUBLIC SCHOOLS
C. E. Thompson, Supt.

Brodhead Elementary School
Ron Alhecht, principal
600 21st St.
Brodhead, Wis. 53520

CEDARBURG PUBLIC SCHOOLS
Frank M. Kennedy, Supt.

Parkview Elementary School
Warren Schollaert, principal
1155 North 10th Ave.
Cedarburg, Wis. 53012

Thorson Elementary
Ronald J. Zwadzich, principal
1330 Kaup Road
Cedarburg, Wis. 53012

Westlawn Elementary School
Lawrence R. Entress, principal
625 South Third Ave.
Cedarburg, Wis. 53012

CLINTONVILLE PUBLIC SCHOOLS
Mr. Wadleigh, Supt.

Bear Creek Primary
O. Reed Newton, principal
Bear Creek, Wis. 54922

COLUMBUS PUBLIC SCHOOLS
M. A. Patchett, Supt.

Dickason Elementary and Columbus Junior High
Richard Minorik, principal
400 South Dickason Blvd.
Columbus, Wis. 53925

CUDAHY PUBLIC SCHOOLS
Walter Ploetz, Supt.

General Mitchell School
John P. Wohlfarth, principal
5950 South Illinois Ave.
Cudahy, Wis. 53110

Park View School
John Misun, principal
5555 South Nicholson Ave.
Cudahy, Wis. 53110

EAU CLAIRE PUBLIC SCHOOLS
Dr. Marvin Lansing, Supt.

Barstow Elementary School
Roger Barstad, principal
500 North Barstow St.
Eau Claire, Wis. 54701

Locust Lane School
Roger E. DeRusha, principal
3245 Locust Lane
Eau Claire, Wis. 54701

W. R. Manz Elementary
Gordon O. Wollum, principal
1000 East Fillmore Ave.
Eau Claire, Wis. 54701

Mt. Washington School
Joe C. Rosenberg, principal
1710 Menomonie St.
Eau Claire, Wis. 54701

EDGERTON COMMUNITY SCHOOLS
Kenneth F. Williams, Supt.

Yahara Valley Elementary School
William R. Smeaton, principal
119 North Swift St.
Edgerton, Wis. 53534

FOND DU LAC PUBLIC SCHOOLS
Jerome N. Strupp, Supt.

Rose B. Cheqwin Elementary
Leslie J. Chaloupka, principal
109 East Merrill Ave.
Fond du Lac, Wis. 54935

Cleveland School
Gerald D. McDermot, principal
366 West Scott St.
Fond du Lac, Wis. 54935

Sarah Faney School
Gerald McDermot, principal
247 Doty St.
Fond du Lac, Wis. 54935

Roberts Elementary
Ms. Mary Jane McDonald, principal
270 Candy Lane
Fond du Lac, Wis. 54935

Henry G. Rosenow School
Paul B. Ubbesen, principal
290 Weis Ave.
Fond du Lac, Wis. 54935

Elizabeth Waters School
Jerry Sullivan, principal
495 Wabash Ave.
Fond du Lac, Wis. 54935

FOX POINT-BAYSIDE PUBLIC SCHOOLS
Dr. George J. Lovos, Supt.

Bayside Primary School
Charles A. Averkamp, principal
600 East Standish Place
Milwaukee, Wis. 53217

FRANKLIN PUBLIC SCHOOLS
Harry E. Guzniczak, Supt.

Robinwood School
Robert J. Ziegler, principal
10700 West Church St.
Franklin, Wis. 53132

GALE-ETTRICK PUBLIC SCHOOLS
Robert Howard, Supt.

Galesville Elementary School
Marvin Baures, principal
400 Ridge Ave.
Galesville, Wis. 54630

GRANTSBURG PUBLIC SCHOOLS
Merlin Johnson, Supt.

Grantsburg Elementary
Byron E. Kopp, principal
Grantsburg, Wis. 54840

GREEN BAY PUBLIC SCHOOLS
Edwin B. Olds, Supt.

Henry S. Baird
Robert Borucki, principal
539 Laverne Drive
Green Bay, Wis. 54301

Helen Keller Elementary
Kenneth R. Krueger, principal
1806 Bond St.
Green Bay, Wis. 54303

MacArthur School
Theodore Herzog, principal
1331 Hobart Drive
Green Bay, Wis. 54303

Morgan L. Martin School
Ms. Elaine Johnson, principal
626 Pinehurst
Green Bay, Wis. 54303

Whitney School
Ms. Elaine Martin, principal
215 North Webster
Green Bay, Wis. 54303

GREENDALE PUBLIC SCHOOLS
Dr. William D. Knapp, Supt.

John Rea Ambruster Elementary School
Jerome C. Lent, principal
7000 Greenway
Greendale, Wis. 53129

Canterbury Elementary
Mrs. Carolyn A. Kruger, principal
7000 Enfield Ave.
Greendale, Wis. 53129

College Park Elementary School
Robert S. Debelak, principal
5701 West College Ave.
Greendale, Wis. 53129

Highland View Elementary
Mrs. Myrtle Lane, principal
5900 South 51st St.
Greendale, Wis. 53129

GREENWOOD COMMUNITY SCHOOLS
Kenneth F. Bartels, Supt.

Greenwood Community Elementary School
Mrs. Willetta Heidemann, principal
708 East Division St.
Greenwood, Wis. 54437

HORTONVILLE PUBLIC SCHOOLS
Marvin Obry, Supt.

Hortonville Elementary School
Eugene Riedl, principal
246 North Olk St.
Hortonville, Wis. 54944

JANESVILLE PUBLIC SCHOOLS
Fred Holt, Supt.

Adams Elementary School
Robert O. Cook, principal
1138 East Memorial Drive
Janesville, Wis. 53545

Grant Elementary
Elden Iverson, principal
1420 West Court St.
Janesville, Wis. 53545

Happy Hollow Elementary School
Dean E. Held, principal
Route 3
Janesville, Wis. 53545

Harrison "Pod" School
George H. McKilligin, principal
760 Princeton Road
Janesville, Wis. 53545

Hillcrest Elementary School
Dean E. Held, principal
Route 4, Magnolia Road
Janesville, Wis. 53545

Madison Elementary
Mrs. Cynthia Keene, principal
331 North Grant St.
Janesville, Wis. 53545

Monroe Elementary
Richard E. Skyles, principal
55 South Pontiac Drive
Janesville, Wis. 53545

Rock Elementary School
Dean E. Held, principal
Route 5—Cemetery Road
Janesville, Wis. 53545

Van Buren Elementary
Jack L. Hackett, principal
1515 Lapham St.
Janesville, Wis. 53545

Washington School
Elden O. Iverson, principal
811 North Pine Street
Janesville, Wis. 53545

Wilson M.U.E. School
Norm Graper, principal
465 Rockport Road
Janesville, Wis. 53545

JOHNSON CREEK PUBLIC SCHOOLS
Fred Johnson, Supt.

Johnson Creek Community School
Vito Racanelli, principal
111 South St.
Johnson Creek, Wis. 53038

KAUKAUNA PUBLIC SCHOOLS
Julian Bichler, Supt.

Nicolet Elementary School
Henry J. Drechsler, principal
109 East 8th St.
Kaukauna, Wis. 54130

Victor Haen Elementary School
Bernard J. Schmitt, principal
1130 Haen Drive
Kaukauna, Wis. 54130

KENOSHA UNIFIED SCHOOLS
Otto F. Huettner, Supt.

Bose Elementary School
Herbert W. Upright, principal
1900 15th St.
Kenosha, Wis. 53140

LA CROSSE PUBLIC SCHOOLS
Eugene C. Balts, Supt.

Emerson Elementary School
Terry R. Witzke, principal
21st and Campbell Road
La Crosse, Wis. 54601

Hintgen Elementary School
Elmer W. Grassman, principal
3505 South 28th St.
La Crosse, Wis. 54601

Jefferson Elementary
Borghild L. Olson, principal
St. James and Caledonia Sts.
La Crosse, Wis. 54601

Summit Elementary
Mrs. Rosella A. Christiano, principal
1800 Lake Shore Drive
La Crosse, Wis. 54601

Washburn School
Harold Dyar, principal
8th and Main Sts.
La Crosse, Wis. 54601

LITTLE CHUTE-VANDENBROEK PUBLIC SCHOOLS
Leo Bronkalla, Supt.

Little Chute Public Elementary
Don Bangert, principal
625 Grand Ave.
Little Chute, Wis. 54140

MADISON PUBLIC SCHOOLS
Douglas Ritchie, Supt.

Franklin Elementary
Emmett Connery, principal
305 West Lakeside St.
Madison, Wis. 53715

Ray W. Huegel
Jerry Johnson, principal
2601 Prairie Road
Madison, Wis. 53711

Randall Elementary School
H. Ralph Allen, principal
1802 Regent St.
Madison, Wis. 53705

Sherman Elementary School
Anthony A. Farina, principal
1601 North Sherman Ave.
Madison, Wis. 53704

MANAWA PUBLIC SCHOOLS
Dr. Robert Ames, Supt.

Manawa Elementary
Edmund Facklam, principal
601 Depot St.
Manawa, Wis. 54949

MANITOWOC PUBLIC SCHOOLS
Charles E. Jones, Supt.

Andrew Jackson School
Eugene Krejcarek, principal
1201 North 18th St.
Manitowoc, Wis. 54220

McKinley School
Ms. Constance Foley, principal
1010 Huron St.
Manitowoc, Wis. 54220

C. G. Stangel School
Robert J. Rosinsky, principal
1002 East Cedar Ave.
Manitowoc, Wis. 54220

MAYVILLE PUBLIC SCHOOLS
Robert Deetz, Supt.

Mayville Elementary School
V. J. Tatum, principal
Main and Dayton Sts.
Mayville, Wis. 53050

McFARLAND PUBLIC SCHOOLS
Dr. Gordon E. Rodeen, Supt.

Elvehjem Elementary
Donald Barnes, principal
6009 Johnson St.
McFarland, Wis. 53558

McFarland Elementary School
Donald E. Barnes, principal
6103 Johnson St.
McFarland, Wis. 53558

MENASHA PUBLIC SCHOOLS
Dr. Alan Osterndorf, Supt.

Jefferson Elementary School
Frank R. Parsons, principal
Second St.
Menasha, Wis. 54952

Nicolet Elementary School
Frank R. Parsons, principal
Abnaip St.
Menasha, Wis. 54952

MENOMONEE FALLS PUBLIC SCHOOLS
Dr. Jack Magnuson, Supt.

Lincoln School
Kenneth Semmann, principal
N88 W16913 Main St.
Menomonee Falls, Wis. 53051

Shady Lane
August Schreiner, principal
W172 N8959 Shady Lane Blvd.
Menomonee Falls, Wis. 53051

MENOMONIE PUBLIC SCHOOLS
Melvin Bollom, Supt.

Downsville Elementary School
Ms. Fern A. Martin, principal
Downsville, Wis. 54735

North Elementary
Stanley Huftel, principal
North Menomonie
Menomonie, Wis. 54751

River Heights School
Stanley Cotts, principal
615 24th Ave. West
Menomonie, Wis. 54751

MERRILL PUBLIC SCHOOLS
Roger Lowney, Supt.

Midway Elementary
David Donner, principal
Route 2
Gleason, Wis. 54435

PORT EDWARDS PUBLIC SCHOOLS
Michael Malone, Supt.

John Edwards Elementary School
Ed Heuer, principal
5th and Ver Bunker and 801 2nd St.
Port Edwards, Wis. 54469

RACINE COUNTY UNIFIED SCHOOLS
C. Richard Nelson, Supt.

Stephen Bull Elementary
James R. Ferguson, principal
815 DeKoven Ave.
Racine, Wis. 53403

Franklin Elementary School
John P. Biickle, principal
1012 Center St.
Racine, Wis. 53403

W. C. Giese
Earl I. Nelson, principal
5120 Byrd Ave.
Racine, Wis. 53406

Jefferson Elementary
David L. Sweeney, principal
1722 West 6th St.
Racine, Wis. 53404

Dr. Beatrice O. Jones Elementary
Paul R. Schwandt, principal
3300 Chicory Road
Racine, Wis. 53403

North Park
Duane B. Barnes, principal
4748 Elizabeth St.
Racine, Wis. 53402

Schulte School
Allen Onnink, principal
8515 Westminster Drive
Sturtevant, Wis. 53177

Winslow Elementary
Michael A. Mucha, Jr., principal
1325 Park Ave.
Racine, Wis. 53403

RHINELANDER PUBLIC SCHOOLS
Cedric A. Vig, Supt.

Pine Lake Elementary School
Gene B. Belmas, principal
Route 1
Rhinelander, Wis. 54501

RICE LAKE PUBLIC SCHOOLS
Louis M. King, Supt.

Hilltop Elementary
Miss Mary Kratochvil, principal
204 Cameron Road
Rice Lake, Wis. 54868

Jefferson Elementary
Miss Vera Bailey, principal
30 Phipps Ave.
Rice Lake, Wis. 54868

Rice Lake Middle School
Herbert L. Calkins, principal
204 Cameron Road
Rice Lake, Wis. 54868

RIPON PUBLIC SCHOOLS
Charles Hub, Supt.

Ceresco School
Quirin E. Jung, principal
Liberty St.
Ripon, Wis. 54971

RIVER FALLS PUBLIC SCHOOLS
Vernon S. Bennett, Supt.

Greenwood Elementary School
Homer C. Krengel, principal
418 North Eighth St.
River Falls, Wis. 54022

Westside Elementary School
D. Joe Haller, principal
1007 West Pine St.
River Falls, Wis. 54022

MILTON PUBLIC SCHOOLS
Jon C. Platts, Supt.

Harmony Elementary
Mrs. Dorothy Reddy, principal
Route 2
Janesville, Wis. 53545

Janesville Consolidated School
Ronald Socwell, principal
Route 2
Janesville, Wis. 53545

Milton West Elementary
Joseph Ban, principal
825 West Madison Ave.
Milton Junction, Wis. 53564

MILWAUKEE PUBLIC SCHOOLS
Dr. Richard P. Gousha, Supt.

Benjamin Franklin School
Ms. Madeline A. Ferschl, principal
2308 West Nash St.
Milwaukee, Wis. 53206

McKinley Intermediate School
Donald C. Luebke, principal
2014 West McKinley St.
Milwaukee, Wis. 53205

Henry David Thoreau School
Ms. Alice R. Weidemann, principal
7878 North 60th St.
Milwaukee, Wis. 53218

Victory School
Mrs. Jane Chrisman, principal
2222 West Henry Ave.
Milwaukee, Wis. 53221

NEENAH PUBLIC SCHOOLS
Dr. Donald Scott, Supt.

Coolidge Elementary School
Gerald E. Gebhardt, principal
321 Alcott Drive
Neenah, Wis. 54956

Hoover Elementary
Donald Feit, principal
Hunt Ave.
Neenah, Wis. 54956

Lakeview Elementary
Ted L. Jarosh, principal
1645 South Commercial St.
Neenah, Wis. 54956

Tullar Elementary
Lloyd H. Thede, principal
925 Tullar Road
Neenah, Wis. 54956

OAK CREEK-FRANKLIN PUBLIC SCHOOLS
Gilbert Grosenick, Supt.

Shephard Hills Elementary School
Larry V. Tylke, principal
9701 South Shephard Hills Drive
Oak Creek, Wis. 53154

OCONOMOWOC PUBLIC SCHOOLS
Dr. William Paton, Supt.

Ashippun Elementary School
David E. Engen, principal
295A CTH "O"
Oconomowoc, Wis. 53066

Summit School
Linford LeMoine, principal
36316 Valley Road
Oconomowoc, Wis. 53066

OREGON CONSOLIDATED SCHOOLS
Phillip Helgesen, Supt.

Oregon Middle School
Edward Guziewski, principal
300 Soden Drive
Oregon, Wis. 53575

PLYMOUTH PUBLIC SCHOOLS
Elden Amundson, Supt.

Fairview School
Miss Marian Ubbelohde, principal
Bruns St.
Plymouth, Wis. 53073

Parkview Elementary School
Thomas Snider, principal
Parkview Drive
Plymouth, Wis. 53073

SEYMOUR COMMUNITY SCHOOLS
L. C. Martens, Supt.

Black Creek School
Orville N. Sell, principal
Box 237
Black Creek, Wis. 54106

Nichols School
Orville N. Sell, principal
Nichols, Wis. 54152

Rock Ledge Elementary School
Richard Wiedemann, principal
330 West Hickory St.
Seymour, Wis. 54165

SPARTA AREA SCHOOLS
George Shiroda, Supt.

Lawrence Lawson Elementary
James W. Liska, principal
428 North Black River St.
Sparta, Wis. 54656

STEVENS POINT PUBLIC SCHOOLS
Robert Houg, Supt.

Jackson School
Bob Norton, principal
1900 West Zynda Drive
Stevens Point, Wis. 54481

Madison Elementary School
Sigurd Sandstrom, principal
600 Maria Drive
Stevens Point, Wis. 54481

McKinley Elementary School
Eugene LaRose, principal
2926 Blaine St.
Stevens Point, Wis. 54481

Washington School
Steve Bogaczyk, principal
3500 Prais St.
Stevens Point, Wis. 54481

SUPERIOR PUBLIC SCHOOLS
Michael Verich, Supt.

Cooper Elementary
Ray McGettigan, principal
1807 Missouri Ave.
Superior, Wis. 54880

THORP PUBLIC SCHOOLS
Leroy Merlak, Supt.

Thorp Elementary
Mrs. Irma Deutschlander, principal
201 North Jackson St.
Thorp, Wis. 54771

TIGERTON PUBLIC SCHOOLS
Elmer W. Ruh, Supt.

Tigerton Grade School
Elmer W. Ruh, principal
Tigerton, Wis. 54486

TOMAH PUBLIC SCHOOLS
James M. Kavanaugh, Supt.

Lemonweir Elementary
Mrs. Catherine Farmer, principal
North Glendale Ave.
Tomah, Wis. 54660

Miller Elementary
Mrs. Catherine Farmer, principal
813 Oak St.
Tomah, Wis. 54660

WAUKESHA PUBLIC SCHOOLS
Dr. Kenneth H. Reinke, Supt.

Northview Elementary School
Jim Hayes, principal
1721 Northview Road
Waukesha, Wis. 53186

Pleasant Hill
Sigmund Snopek, Jr., principal
175 South Barker Road
Waukesha, Wis. 53186

Prairie Elementary
James Chermak, principal
Center Road
Waukesha, Wis. 53186

WAUPUN PUBLIC SCHOOLS
H. E. Kujath, Supt.

Fox Lake Elementary School
R. E. Steinfeldt, principal
200 Depot St.
Fox Lake, Wis. 53933

Jefferson School
Vern Wanish, principal
Beaver Dam St.
Waupun, Wis. 53963

Lincoln School
Vern Wanish, principal
West Brown St.
Waupun, Wis. 53963

Washington Elementary School
Jon Litscher, principal
Young St.
Waupun, Wis. 53963

WEST ALLIS PUBLIC SCHOOLS
Marshall R. Taylor, Supt.

Pershing School
Emil C. Krejcarek, principal
1330 South 47th St.
Milwaukee, Wis. 53214

WEST BEND PUBLIC SCHOOLS
Dr. John D. Bowser, Supt.

Barton Elementary
Ted Thomas, principal
614 School Place
West Bend, Wis. 53095

Decorah School
Gerald R. Engstad, principal
1225 Sylvan Way
West Bend, Wis. 53095

Green Tree Elementary
Melvin Riley, principal
1330 Green Tree Road
West Bend, Wis. 53095

Jackson School
William E. Josten, principal
106 Jackson Drive
Jackson, Wis. 53037

McLane School
John Cain, principal
833 Chestnut St.
West Bend, Wis. 53095

WEST DE PERE PUBLIC SCHOOLS
Neal Richtman, Supt.

Westwood Elementary
Raymond F. Dohl, principal
1155 Westwood Ave.
De Pere, Wis. 54115

WISCONSIN DELLS PUBLIC SCHOOLS
R. W. Fenske, Supt.

Wisconsin Dells Elementary
Alan Schultz, principal
400 Washington Ave.
Wisconsin Dells, Wis. 53965

WISCONSIN HEIGHTS PUBLIC SCHOOLS
Mark Druml, Supt.

Black Earth Elementary
Evan Vieregge, principal
Black Earth, Wis. 53515

Mazomanie Elementary School
Lawrence Lampsa, principal
314 Anne St.
Mazomanie, Wis. 53560

Current as of May 1972

IGE/Multiunit Schools with Relationships with /I/D/E/A/

ALABAMA

Facilitator: Tom Taylor
Auburn University
3002 Haley Center
Auburn, Ala. 36830

ALTOONA PUBLIC SCHOOLS

West End Elementary
Frank D. Heatherly, principal
Altoona, Ala. 35952

ANNISTON PUBLIC SCHOOLS

Randolph Park Elementary
W. R. Trammel, principal
2200 West 17th St.
Anniston, Ala. 36201

AUBURN PUBLIC SCHOOLS

Boykin Street Elementary
Dr. Eldon Johnson, principal
P.O. Box 1469
Auburn, Ala. 36830

CULLMAN PUBLIC SCHOOLS

West Elementary
Raymond Clarke, principal
303 Rosemont Ave.
Cullman, Ala. 35055

DOTHAN PUBLIC SCHOOLS
Highlands Elementary
Guy D. Ward, principal
West Powell St.
Dothan, Ala. 36301

ECLECTIC PUBLIC SCHOOLS

Eclectic Elementary
Franklin Wingett, principal
Eclectic, Ala. 36024

FLORENCE PUBLIC SCHOOLS

Brandon Elementary
Dempsey F. Rutherford, principal
Ironside St.
Florence, Ala. 35630

GRAND BAY PUBLIC SCHOOLS

Grand Bay Elementary
August Trovaioli, principal
P.O. Box 286
Grand Bay, Ala. 36541

HEADLAND PUBLIC SCHOOLS

Headland Elementary
James W. Commander, principal
Headland, Ala. 36345

HUNTSVILLE PUBLIC SCHOOLS

McDonnell Elementary
Mrs. Elizabeth Hall, principal
4010 Binderton Place, Southwest
Huntsville, Ala. 35805

OPELIKA PUBLIC SCHOOLS

Pepperell Elementary
Mrs. Martha Bailey, principal
Pepperell Parkway
Opelika, Ala. 36801

PHENIX PUBLIC SCHOOLS

Meadowlane Elementary
Lewis E. Brummett, principal
709 Meadowlane Drive
Phenix City, Ala. 36867

SELMA PUBLIC SCHOOLS

Cedar Park Elementary
Miss Lorna West, principal
Woodrow Ave.
Selma, Ala. 36701

TRUSSVILLE PUBLIC SCHOOLS

Hewitt Elementary
Horace Gordon, principal
113 Chalkville Road
Trussville, Ala. 35173

ILLINOIS

Facilitator: Miss Marguerite Delhotal
Archdiocese of Chicago
430 North Michigan Ave.
Chicago, Ill. 60611

ARCHDIOCESE OF CHICAGO

Immaculate Conception School
Sister Joan Baldridge, principal
1431 North North Park

Maternity BVM School
Sister Agnes Calmeyn, principal
1537 North Lawndale

Our Lady of Peace
Sister Mary Elizabeth, principal
7850 South Chappel

Our Lady of the Ridge School
Sister Mary Phyllis, principal
10810 South Oxford Ave.
Chicago Ridge, Ill. 60416

Queen of All Saints School
Sister Regina Crowley, principal
6230 North Lemont

Queen of Angels School
Sister Patricia Spangler, principal
4532 North Western

St. Bonaventure School
Sister Diann Musial, principal
1651 West Diversey

St. Cecelia School
Sister Nadine Hargadon, principal
220 West 45th Place

St. Clotilde School
Sister Mary Alice Pierce, principal
321 East 84th St.

St. Daniel the Prophet School
Sister Frances Catherine, principal
5337 South Natoma

St. Dorothy School
Sister Jeanne Granville, principal
7740 South Eberhart Ave.

St. Joseph School
Sister Francis Marie Harwas, principal
1065 North Orleans

St. Philip Neri School
Sister Nora O'Brien, principal
2110 East 72nd St.

Providence of God School
Sister Jeanette, principal
712 West 19th St.

St. Procopius School
Miss Mary Carney, principal
1625 South Allport

St. Thomas of Canterbury School
Sister Catherine Krippner, principal
4809 North Kenmore

St. Kieran School
Sister Marilyn Shea, principal
Route 2
Box 143A
Chicago Heights, Ill. 60411

IOWA

Facilitator: Jerry Mills
Studebaker Elementary School
300 East County Line Road
Des Moines, Iowa 50315

DES MOINES PUBLIC SCHOOLS

Findley Elementary School
Miss Nadine Machesney, principal
3000 Cambridge St.

Jackson Elementary School
Mrs. Marion Pritchard, principal
3825 Indianola Road

Oak Park Elementary School
Miss Joan Sherman, principal
3928 Sixth Ave.

Stowe Elementary School
Keith VanHorn, principal
1411 East 33rd St.

Studebaker Elementary School
Jerry Mills, principal
300 East County Line Road

NOTE: In September, 1972, these additional Des Moines schools will begin operating as IGE schools. They are:

Pleasant Hill Elementary School
Lovejoy Elementary School
Jefferson Elementary School
Mann Elementary School
Park Avenue School
Willard Elementary School
Brooks Elementary School
Hanawalt Elementary School

MINNESOTA

Facilitator: Frank Nauyokas
Southwest Minnesota State College
Marshall, Minn. 56258

LAKEFIELD PUBLIC SCHOOLS

Lakefield Elementary
Herbert Peterson, principal
Lakefield, Minn. 56150

ALEXANDRIA PUBLIC SCHOOLS

Washington School
Dave Strand, principal
Alexandria, Minn. 56308

OHIO

Facilitators: Dave Ashby
Director, Elementary Instruction & Curriculum
Dayton Public Schools
348 West First St.
Dayton, Ohio 45402

Dr. James Steele
College of Education
Youngstown State University
Youngstown, Ohio 44503

DAYTON PUBLIC SCHOOLS

Cornell Heights School
Frederick Clark, principal
2826 Campus Drive

Edison School
Mrs. Elizabeth Hatcher, principal
228 North Broadway

Ft. McKinley School
Ronald Decker, principal
3725 Evansville Ave.

Fairport School
Irving Moses, principal
1952 Fairport Ave.

Franklin School
Mrs. Bernice James, principal
2617 East Fifth St.

Grace A. Greene School
Harrison Dixon, principal
503 Edison Ave.

Hawthorne School
Robert Jones, principal
226 McDaniel St.

Irving School
John C. Lesko, principal
355 Cincinnati St.

Jefferson School
Peter Lanasa, principal
1231 North Euclid Ave.

Jefferson School
Mrs. Wertha Dugger, principal
1223 North Euclid Ave.

Kemp School
Robert Dobbins, principal
816 Shedbourne Ave.

Longfellow School
Gregory Caras, principal
245 Salem Ave.

Louise Troy School
Mrs. Viola Lloyd, principal
1665 Richley Ave.

MacFarlane School
George Johnson, principal
215 South Summit St.

McNary School
Robert Spreng, principal
2400 Hoover Ave.

Miami Chapel School
Mrs. Doris Brown, principal
1630 Miami Chapel

Orville Wright School
Donald Garretson, principal
200 South Wright Ave.

Van Cleve School
Dale VanTine, principal
45 West Helena Drive

Washington School
Raleigh Jackson, principal
2900 East First St.

Weaver School
Mrs. Thelma J. Brown, principal
2000 Howell

Whittier School
Phillip Prather, principal
721 Miami Chapel

YOUNGSTOWN PUBLIC SCHOOLS

Stadium Drive School
Al Taylor, principal
111 Stadium Drive
Boardman, Ohio 44512

Garfield School
Tom Winson, principal
121 East Delason Ave.
Youngstown, Ohio 44507

TENNESSEE

Facilitator: Floyd Edwards
East Tennessee State University
Department of Education
Johnson City, Tenn. 37601

BRISTOL PUBLIC SCHOOLS

Holston Heights School
Mrs. Jane Whitlow, principal
100 Cannon St.
Bristol, Tenn. 37620

Rosemont Elementary School
Wm. J. Morrell, Jr., principal
2031 Broad St.
Bristol, Tenn. 37620

ELIZABETHTON PUBLIC SCHOOLS

Keenburg Elementary School
Thurman J. Elliot, principal
Route 3
Elizabethton, Tenn. 37643

Midway Elementary School
Daniel Holder, principal
Route 5
Elizabethton, Tenn. 37643

West Side Elementary School
Will H. Andrews, principal
Burgie St.
Elizabethton, Tenn. 37643

JONESBORO PUBLIC SCHOOLS

Boone Creek Elementary
John Manning, principal
Route 4
Jonesboro, Tenn. 37659

Jonesboro Elementary School
Early Henley, principal
Main St.
Jonesboro, Tenn. 37659

JOHNSON CITY PUBLIC SCHOOLS

Central Elementary School
Mrs. Mary Phipps, principal
Route 5
Johnson City, Tenn. 37601

King Springs Elementary School
Frank Wright, principal
Route 6
Johnson City, Tenn. 37601

South Side Elementary School
Ms. Selma Maltsberger, principal
Southwest Ave.
Johnson City, Tenn. 37601

KINGSPORT PUBLIC SCHOOLS

Andrew Johnson School
Thomas R. Milam, principal
Ormond Drive
Kingsport, Tenn. 37664

James Madison Elementary School
Mrs. Reba Robinette, principal
200 Greenway St.
Kingsport, Tenn. 37660

VIRGINIA

Facilitator: Floyd Edwards
Department of Education
East Tennessee State University
Johnson City, Tenn. 37601

BRISTOL PUBLIC SCHOOLS

Douglass Elementary School
H. K. Breedlove, principal
Moore St.
Bristol, Va. 24201

Thomas Jefferson School
Gene Eller, Jr., principal
501 Mary St.
Bristol, Va. 24201

WASHINGTON

Facilitator: Dave Zeigler
Bureau of School Service and Research
University of Washington
Seattle, Wash. 98105

ABERDEEN PUBLIC SCHOOLS

Young Elementary School
Bob Anderson, principal
1700 Cherry
Aberdeen, Wash. 98520

EVERETT PUBLIC SCHOOLS

Eisenhower Middle School
Jim Hopkins, principal
2500 100th Ave., S.E.
Everett, Wash. 98201

Jefferson Elementary School
Edward Morrow, principal
2500 Cadet Way
Everett, Wash. 98201

Olivia Park Elementary School
Loren Jackson, principal
200 108th S.W.
Everett, Wash. 98201

Silver Lake Elementary School
Dick Patterson, principal
12815 Bothell Way
Everett, Wash. 98201

FEDERAL WAY PUBLIC SCHOOLS

Lake Grove Elementary School
Paul Doneen, principal
303 S. W. 308th St.
Federal Way, Wash. 98002

ISSAQUAH PUBLIC SCHOOLS

Apollo Elementary School
Larry Griffith, principal
Box L
Issaquah, Wash. 98207

MARYSVILLE PUBLIC SCHOOLS

Liberty Elementary School
Marv Adams, principal
1000 Liberty St.
Marysville, Wash. 98270

MERCER ISLAND PUBLIC SCHOOLS

Mercer Crest Elementary School
Ned Face, principal
4136 85th Southeast
Mercer Island, Wash. 98040

SEATTLE PUBLIC SCHOOLS

Laurelhurst Elementary School
Duane Squires, principal
4530 46th Ave., N.E.
Seattle, Wash. 98105

Valley View Elementary School
Mrs. Kathy White, principal
17640 46th Ave. South
Seattle, Wash. 98188

TACOMA PUBLIC SCHOOLS

Brookdale Elementary School
Wes Anderson, principal
611 South 132nd St.
Tacoma, Wash. 98444

Christensen Elementary School
Curt Swanson, principal
10232 Barnes Lane
Tacoma, Wash. 98444

Sales Elementary School
Lyle Catt, principal
112th and Sheridan Ave.
Tacoma, Wash. 98444

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